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AUTHOR Zinn, Lorraine M.
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ABSTRACT

This document contains 404 abstracts relating to pertinent aspects of staff development in adult education, and should be useful as a resource for adult educators, graduate students in adult education, staff development personnel, and decision makers at all levels of adult basic education staff development. Materials cited are those not easily located through usual research procedures, and which relate to staff engaged at the local level (e.g. program directors, teachers, paraprofessionals, volunteers, and educational specialists). Materials are classified according to several broad categories and are numbered sequentially. Each abstract includes the author(s), title, source, and an ED (ERIC Document) number. Instructions for locating the original document, and an author/institution index are also provided. (WL)

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**ADULT BASIC EDUCATION:
LITERATURE ABSTRACTS
IN STAFF DEVELOPMENT, 1965-1975**

Lorraine M. Zinn

September, 1975

The project reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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FORWARD

Adult education, usually viewed as suffering from a poverty of funding and understanding, is in reality plagued by its excesses. It has too many definitions, covers too many kinds of activities and client groups, is sponsored by too many organizations and institutions, and is organized and taught by too many people, many of whom do not realize they are in adult education at all.

Since 1971 the Center for Resource Development (CRD) and its predecessor project, Adult Basic Education National Teacher Training Study, have sought to winnow from the grand mass of adult education literature and practice those specifics that pertain to and focus upon staff development in Adult Basic Education.

Staff development as a facet of the total field was given identity and emphasis for a decade under national 309 funding. A variety of products and literature were developed and a corps of academicians and trainers concerned with staff development came into being. National staff development funding is gone but the products, literature and people remain.

This compilation of abstracts has been assembled to assist those who are yet concerned with staff development to locate useful, and not always easily identified, literature. No bibliography or review is ever complete, but much of what is current through 1975 is cited herein and offered as a beginning point for investigation for both students and practitioners in the field.

George E. Spear
Director, Center for
Resource Development in
Adult Education

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LMZ

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PURPOSE AND SCOPE

The purpose of the literature abstracts is twofold. First, as in the original Review of Literature (1972), an effort has been made to bring together all accessible materials that illuminate pertinent aspects of staff development. The earlier document was, at the time of publication, the first review of its kind in the field; and users were urged to consider the work as introductory. Even though the search for materials was extensive, it was realized that other useful publications were certainly to be found. Since that time, the search has continued and the collection of abstracts has multiplied. Indeed, a number of additions have been suggested by users of the first review who noted the absence of recognized documents.

The second purpose is to bring order to the vast amount of material contained in the collection. The contents of documents were classified according to several broad categories and to facilitate the location of references, each abstract has been numbered sequentially.

This document is presented as a resource for adult educators, graduate students in adult education, staff development personnel, and decision-makers at all levels of adult basic education staff development. The progression of staff development may be viewed and analyzed through its pages, which bring together many phases and aspects of the movement, as if fitting pieces into a jigsaw puzzle.

It should be noted at the outset that this document does not attempt to cite all of the literature pertinent to staff development in adult education. A commonly understood definition of the term "literature" describes it as "the entire body of writings about a particular topic or field". No attempt was made to collect the entire body of writings pertinent to ABE staff development.

Rather, it was the writer's intent to cite a very specialized collection of writings which cannot be easily located through usual research procedures. This would provide a resource which would complement, rather than duplicate, the body of literature identified through library listings. An effort has been made to search out documents which may even have been considered heretofore as "in-house". A majority of the documents have been collected and abstracted by the ERIC Clearinghouse in Career Education (and, earlier, ERIC Clearinghouse on Adult Education); others were sent directly to Center for Resource Development in Adult Education and abstracted by staff members; none have been published commercially.

Thus, the following definition of "literature" will be stipulated throughout this publication: the body of writings pertinent to staff development in adult basic education, which *have not* been published commercially (either as journal articles or books), nor have taken the form of master's theses or doctoral dissertations.

The term "staff development" is an inherent part of the definition of the literature. And, likewise, it requires clarification. The word "staff" will be used here to refer to all the persons about whom the references in the review of literature actually pertain. Generally speaking, "staff" refers to all persons engaged in Adult Basic Education work, whether advisors, administrators, trainers, teachers, paraprofessionals, specialized support personnel or volunteers. "Staff" may also be considered at several levels of involvement: national, regional, state and local.

By far, the greatest number of resource materials located in this collection relate to staff engaged at the local level. These are the individuals who administer programs, teach or provide services to teachers or students. Specifically, they are program directors (administrators), teachers, paraprofessionals, volunteers and educational specialists of several kinds. Common types of educational specialists include reading consultants, guidance counselors, learning disability consultants, and rather more infrequently, speech therapists.

At the national, regional and state levels, "staff" generally refers to officials who are responsible for planning, managing and organizing ABE programs, including provisions of staff development for persons at various levels.

"Staff development" then, refers to a process which promotes the professional preparation and growth of those persons noted above who have identifiable roles in adult basic education. Such preparation may range from fairly traditional teacher and administrator preparation, including college credit courses and meeting certification requirements, to short-term, intensive conferences, workshops and seminars. The terms pre-service and in-service training are commonly used to describe certain types of staff development activities. Thus, "staff development" encompasses not only the initial preparation of the staff member, but also the

periodic and ongoing activities in which he/she engages for continued professional development.

The ten-year period represented by the documents abstracted and reviewed began with the initiation of the Adult Basic Education program by legislation in 1965. A few documents have been included which could not be identified by date, and two 1961 publications were also viewed as being particularly relevant.

Due to the date of publication of these abstracts, only a partial listing of 1975 documents could be included. However, the author chose to cite documents which could be identified through September of 1975, with full knowledge that the listing is incomplete, rather than omitting them entirely.

ORGANIZATION AND INDEXING OF ABSTRACTS

The collection of abstracts has been organized and indexed in the following manner:

1. Abstracts have been grouped according to year of document publication, and arranged chronologically from 1965 through 1975. A few documents which could not be identified by date, as well as two selected documents printed in 1961, precede the 1965 listings.
2. Within each annual grouping, abstracts are presented in alphabetical order according to author or institutional author.
3. Abstracts have been numbered sequentially from 001 through 404.

SEQUENTIAL NUMBERING OF ABSTRACTS

Date (Year)	Total No. abstracts for this year	Sequential numbers of abstracts
No date available	5	001-005
1961	2	006-007
1965	6	008-013
1966	15	014-028
1967	22	029-050
1968	29	051-079
1969	61	080-140
1970	69	141-209
1971	58	210-267
1972	56	268-323
1973	39	324-362
1974	30	363-392
1975	12	393-404

4. The Author/Institution Index references all abstracts, citing individual author(s) and/or institutional author(s). Thus, every document is indexed at least once, usually twice, and often more than twice.

This system of cross-referencing is designed to facilitate location of abstracts even if the reader has minimal bibliographic information about them. For example, if a reader wishes to locate the abstract of a report of a Summer Teacher Training Institute held at Ohio State University in 1968, he/she has a few options.

The quickest way might be to locate "Ohio State University" in the Author/Institution Index, check which of the abstract numbers are included in the 1968 listings (refer to Table above), and proceed to locate the abstract.

In some cases, however, the date of publication is not consistent with the date of an activity reported therein. A report of a 1968 Summer Institute, for instance, might not have been completed until 1969, or even later. Thus, it is advisable to check all abstracts listed under "Ohio State University", beginning with 1968. This procedure would also ensure that the reader would not overlook any subsequent or related documents produced by the same institution.

In addition to providing assistance in locating single and related abstracts, the Index also identifies authors and institutions which have produced multiple documents over the ten-year time span. A scanning of the abstracts attributed to a particular author or institution gives at least some indication (although this certainly should not be construed as all-encompassing) of the nature of involvement of those authors/institutions in the Adult Basic Education staff development effort.

If a reader wishes to locate the original document for which an abstract is provided, the following steps may be taken.

1. If the abstract is followed by a number (ED 000 000), it has been catalogued by the (ERIC) Educational Resources Information Center, and can be obtained either in microfiche or hardcopy by request from:

EDRS (ERIC Document Reproduction Service)
P.O. Box 190
Arlington, Virginia 22210

2. Documents identified by ED number can also be read on microfiche in most libraries.

3. Abstracts, which do not have an ED number can usually be obtained from the institution which produced the document. However, it is worth the effort to make an initial request to EDRS, since they may have catalogued the document since the publication of this Review.

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ABSTRACTS

001. Kreitlow, Burton W. *Professional Development for Leadership in Adult Basic Education Programs*. University of Wisconsin — Madison. (n.d.)

Recognizing the lack of academic background and experience of ABE agency leaders, the author proposes an internship program for ABE administrators and supervisory personnel. As part of a graduate degree program, the intern would receive experience in the adult program of a public school, university extension or ABE agency, depending on his area of specialization. The value of participation as well as observation is emphasized. Details of a plan as outlined include financing, necessity for internship coordinator, qualifications and guidelines for interns.

002. New Mexico State Department of Education. *Adult Basic Education Workshops*. Santa Fe, New Mexico. (n.d.)

Because the teaching of adults is something that is new to all of us, we are constantly striving to find new ideas and methods which would improve the program. This was the primary reason for conducting the Santa Fe and Roswell Adult Basic Education Workshops. It was hoped that by meeting with other adult education teachers and by seeing how each copes with particular problems, there would be new ideas and innovations. Several discussion sessions were held at both workshops. The pamphlet contains highlights of the workshop sessions.

003. Regan, Timothy F. and Walsh, Paul A. *Adult Basic Education Staff Training. Literature Search*. (n.d.)

This literature search represents what is considered to be a majority of the relevant information on ABE staff training that has appeared post-1965. Primary focus of the search was on identifying concrete models for possible replication; however, other material that has practical or descriptive value for the field of Adult Basic Education is also included. The search results are discussed in the following chapters: Comprehensive ABE Training Program; Research Models; and Program Models. Conclusions reached as a result of the search are that there is little innovation in ABE staff training; little effort has been made to utilize existing knowledge about staff training to create effective training programs; and staff must be taught by trainers using the desired techniques before ABE staff adopt these techniques. Suggestions are made for a general ABE training model. ED 061 481

004. Tonjes, Marian. *Teaching Reading to Adult Functional Illiterates in the Southwest — An Overview*. University of New Mexico Workshop in Reading and Linguistics, Santa Fe, New Mexico. (n.d.)

This paper was prepared for a course conducted at the University of New Mexico. It delineates the problem of illiteracy and discusses reading and teacher training in ABE. Conclusions are that special training for the demanding role of an ABE teacher is necessary and that more agencies should become involved at the grass roots level of ABE.

005. Veri, Clive C. *A Proposed Process for Determining Professional Behavior Needed by Adult Education Administrators*. (n.d.)

A review of investigations which have had as their purpose the identification of competencies needed by professional adult educators is presented. This document attempts to taxonomize in a single list the competencies which research has found, and then suggests a process whereby specific behavioral objectives can be structured which will enable learners to achieve these competencies. The following studies were reviewed: (1) The White Study, (2) The Chamberlain Study, (3) The Aker Study, (4) The Veri Study. Using data from these four studies, a total of 125 competencies were identified. An attempt to arrange the competencies into a taxonomy resulted in the following major headings: Personal Attributes, Societal Affairs, Adult Education, Adults, and Programming. A 10-step process for determining behavioral objectives is described. It is suggested that these objectives be used to design new learning experiences for learners. ED 078 276

006. National Association for Public Continuing and Adult Education. *In-Service Training for Teachers of Adults*. Washington, D.C., 1961.

Material to aid the director of adult education in conducting three face-to-face meetings with his teachers is provided in this booklet. The booklet is divided into three chapters, each of which outlines a two-hour in-service training meeting. Each chapter is divided into two parts. Part I of each chapter emphasizes the planning process that ideally should precede each meeting, and Part II outlines an in-service meeting that can be arranged any time during the school year and built around a two-hour or half-day period. Part II is as near being a "packaged program" as is possible while still meeting the specific needs of both teachers and administrators. The chapters of the book are: Meeting No. 1, "Orientation to Adult Education"; Meeting No. 2, "Obstacles to Adult Learning"; and Meeting No. 3, "Selecting Effective Teaching Methods." ED 078 233

007. National Education Association and National Training Laboratories. *Leadership in Action*. Washington, D.C., 1961.

This booklet is designed to help administrators and teacher trainers set up and conduct in-service meetings with teachers of adults. Three suggested meeting plans and formats are outlined; use of films and evaluation forms are discussed.

008. Barnes, Robert F. and others. *Adult Basic Education*. Task force on Teaching English to the Disadvantaged, National Council of Teachers of English, Champaign, Illinois, 1965.

In 1965, the Task Force on Teaching English to the Disadvantaged tried to identify the problems in the field of adult basic education by visiting 35 programs in 15 states and collecting some 1,300 pieces of instructional material. Among the problems observed were lack of written operational objectives designed around the students' goals and needs, broad heterogeneous class structure, teachers recruited from elementary, secondary, and retired teachers and married women, and an air of complacency toward the program. Particularly there is a need to field test available materials and to provide adequate education for teachers. Teachers should know the economic, family, social, and psychological barriers for the disadvantaged and their reasons for attending classes. A training Institute of a minimum duration of eight weeks could cover both the theoretical and practical aspects needed. It is necessary to recruit students on a person-to-person basis; there should be homogeneous grouping in classes, individual instruction, specially prepared materials, training for teaching English as a Second Language, and adequate guidance. ED 020 464

009. George Washington University. *Workshop on Accelerating the Preparation of Adult Educators, Final Report*. Washington, D.C., September, 1965.

A workshop was held at George Washington University (September 7-9, 1965) to consider the shortage of adult educators to meet the needs created by the federally assisted programs in adult education, and possible ways to prepare a wide variety of adult educators in large numbers, in a short period of time, without lowering professional standards. Discussion centered on three pre-workshop papers on the training of local leaders as teachers of functional illiterates, the development by universities of short-term study programs for these teachers, and the need to reach and encourage those who do not participate in community affairs. Suggestions reflecting majority opinion emerged. Universities and institutes should be more fully used, perhaps with new university offices to coordinate the new federal programs with departmental and faculty resources, and with institutes planned two years ahead. Estimates of local needs should be made realistically. An information clearinghouse should be set up by the Office of Education or other group. Professors should determine if they can contribute to the program and, if so, should be given financial assistance. Long and short range goals should be clearly differentiated. ED 023 960

010. Kreitlow, Burton W. *Educating the Adult Educator: Part I, Concepts for the Curriculum*. University of Wisconsin-Madison, March, 1965.

This report, Part I of a two-part research and development study on the education of adult educators, deals with the relationship of certain disciplines and fields of study to adult education. Material was obtained by reviewing and integrating recent adult education research with that cited in previous reviews, reviewing recent research in related disciplines and applied fields, interviewing 34 selected leaders in these fields and disciplines, considering statements by professors of adult education, and synthesizing recommendations from a work conference of leading adult educators. Findings pertained mainly to basic contributions of psychology and sociology in such areas as innovation, diffusion, adoption, aging, social class, leisure, adult learning, adult characteristics, motivation, educational methods, and educational leadership. Contributions from anthropology, economics, political science, communications, public school and higher education, school administration, social work, vocational and military training, and library science were limited but potentially important. This document includes 100 references. ED 023 969

011. McKean, Robert C., Sanger, Ira, and McNickle, D'arcy. *First Course of Study for Teachers of Adult Basic Education Classes*. Extension Division, University of Colorado, Boulder, 1965.

This first course of study for Colorado Adult Basic Education teachers presents an outline of recommended content and offers suggestions and possibilities to those who will teach the course. Objectives, content, and pertinent references are indicated for specific subject matter areas and certain other portions of the course. The course is planned to fit into a sequence of not less than 26 nor more than 39 clock hours of instruction. Suggested time allocations are: orientation of prospective teachers (1 hour); understanding the student in Adult Basic Education (4-8 hours); adult teaching (2-4 hours); reading instruction (7-8 hours); teaching basic mathematics (2-4 hours); teaching language arts (2-4 hours); teaching social studies (2 hours); teaching general science (2 hours); adult guidance and counseling (2-4 hours); program evaluation and windup (2 hours). Case studies and an extensive bibliography are also included. ED 028 357

012. National Council of Teachers of English. *Language Programs for the Disadvantaged. The Report of the NCTE Task Force on Teaching English to the Disadvantaged*. Champaign, Illinois, 1965.

This report of a survey, undertaken by a task force of the National Council of Teachers of English, provides information on 190 independent and uncoordinated programs in language and reading for the disadvantaged (both rural and urban) throughout the United States. Part I describes the scope of the survey and the organization, operation, and major findings of the Task Force. Part II reviews the programs for teaching English to the disadvantaged from preschool through adult basic education, and discusses the teacher education for and administration of such programs. Part III includes comments on some of the findings by four consultants — Carl E. Bereiter (preschool instruction), Sol Tax (group identity), Janet Sawyer (dialects and linguistics), and Walter Loban (language learning programs). Part IV consists of two background papers — "Social Dialects and the Disadvantaged", by Lee A. Pederson, and "Language, Intelligence, and the Educability of the Disadvantaged", by Samuel A. Kirk. Part V gives the general recommendations of the Task Force, and Part VI includes a selection of references on educating the disadvantaged, an annotated list of bulletins and materials, and an index to programs, projects, and participating schools. ED 036 506

013. Zintz, Miles. *Trainers of Teachers of Undereducated Adults*. College of Education, University of New Mexico, Albuquerque, 1965.

A report of a workshop for college teachers, personnel in State Departments of Education, and workers in adult basic education programs supported by the Division of Education, The Ford Foundation.

014. Ahmed, Firoza, ed. *Adult Basic Education Study, 1965-66*. Adult Education Association of the U.S.A., Washington, D.C., 1966.

The Adult Basic Education (ABE) programs currently conducted by non-governmental organizations in the United States are reviewed in this document. Attention is focused on the significance of voluntary efforts in Adult Basic Education programs; strengths and weaknesses, gaps between needs and resources, and limiting factors are identified. Programs in all but ten states are examined from the following viewpoints: year established, form of management, geographical areas served, affiliation, program staff, desirable preparation for teaching ABE, volunteers as teachers, location of buildings, facilities and equipment, limiting factors in ABE, government funds, staff participation, and student characteristics. This is the first attempt to make a systematic assessment of ABE in the United States. ED 023 032

015. Center for Applied Linguistics, The English Program. *Conference on Short-Term Training for Teachers of English to Speakers of Other Languages*. Washington, D.C., July, 1966.

This report is based on discussions that took place at a meeting on July 1-2, 1966 at the Center for Applied Linguistics, on problems connected with short-term training for teaching a second language, in particular English. It provides a brief summary of the background to short-term teacher training, then takes up the various components of such training, including the language component, practical experience, and audio-visual aids, particularly films. The curriculum, its organization and content, with several types of programs and suggested areas of interest follows. Evaluation, staffing and administration are the last three topics discussed. The conclusion contains examples of studies and projects that could follow from the discussion.

016. Florida State University, School of Education. *Careers in the Education of Adults: Challenging and Rewarding Opportunities for Men and Women in All Walks of Life*. Tallahassee, Florida, 1966.

The responsibilities of the professional adult educator, in a world of rapid change which calls for continuation of adults' education, are seen in this report as belonging to one or a combination of the following categories: administration, teaching, research and counseling. Also listed are the range of professional positions, which encompass more than those available through institutions of formal education. Major career opportunities which might be expanded include: universities, schools and colleges; libraries; business and industry; labor education; voluntary organization, churches and governmental agencies. Salaries for career adult educators are discussed. Qualifications and training needed and offered are also given.

017. Matheson, Lois A. *A Resource Guide for Teacher Training*. New York State Education Department, Bureau of Basic Continuing Education, Albany, New York, 1966.

This guide sets forth instructional procedures for either teacher trainers or teachers in adult basic education reading courses. Word recognition and comprehension methods plus their adjunctive skills are covered under the headings of DIAGNOSIS, INSTRUCTION, REINFORCEMENT and EVALUATION (factors stressed in the reading plan). Included under the heading of DIAGNOSIS are titles of relevant tests/studies.

018. National University Extension Association. *National Adult Basic Education Teacher Training Program for Summer 1966. First Progress Report*. Washington, D.C., June, 1966.

The National University Extension Association was planning to conduct nine regional training institutes of four weeks each during August, 1966, for 1,060 teacher trainers in Adult basic education programs. The institutes were to be operated under Title II B of the Economic Opportunity Act. In this first progress report, information is provided on program objectives, administration, participating universities, problems, and future plans for evaluation and follow-up study. The proposal, grant terms, and conditions for the national training program are included in the appendix. A map shows the nine regions where participating universities are located. Also included are the core curriculum for the program, a suggested four-week schedule, practicum design, and design of syllabus. ED 022 996

019. National University Extension Association. *National Adult Basic Education Teacher Training Program for Summer 1966. Second Progress Report.* Washington, D.C., November, 1966.

The National University Extension Association, under a grant from the U. S. Office of Education, conducted nine research adult basic education teacher training programs of four weeks each during August, 1966, at an institution of higher education in each of the nine geographic regions of the Department of Health, Education and Welfare. The purpose of the institutes was to provide a program of orientation and training for the teacher trainers in the most advanced technological equipment for teaching basic skills to undereducated adults, and in the most recent developments in principles, methods, materials, organization, administration and in-service training programs used in adult basic education. The information in this report represents the results of the first processing of data, gathered from field visits, reports from training directors and administrative coordinators, and some biographical data abstracted from the bio-data forms filled out by teacher trainers.

020. North Carolina State University, Department of Adult Education. *New Dimensions in Adult Education.* Raleigh, 1966.

This is a report of a national Teacher Training Institute in Adult Basic Education, August 1-26, 1966. The objectives of the Institute in ABE were to assist the teacher-trainers to understand the social and psychological processes of the under-educated adult and his learning processes; and develop basic understanding in approach and program to an under-educated adult population. The Institute was planned and conducted by cooperative action of the Department of Adult Education at North Carolina State and the Division of Adult Education of the North Carolina Department of Community Colleges. This document consists of a collection of papers presented at the Institute by participants who are recognized authorities in their areas of specialization.

021. Ohannessian, Sirarpi and Wineberg, Ruth. *Teaching English as a Second Language in Adult Education Programs—An Annotated Bibliography. (Preliminary Edition).* Center for Applied Linguistics, Washington, D.C., 1966.

This annotated bibliography is a selected listing of (1) background readings in the teaching of English as a second or foreign language, (2) teachers' guides and handbooks, (3) adult education course materials, (4) general course materials, and (5) specialized English language texts and dictionaries. The materials included were taken mainly from the library of the Center for Applied Linguistics, and lists and bibliographies prepared by state and city education systems. Selecting was confined largely to publications by American authors and those materials best suited for use in the United States. ED 012 907

022. Puder, William H. and Hand, Sam E., eds. *Frontiers in Adult Basic Education: A Compilation of Selected Papers and Group Reports Presented at the Southeastern Region Institute for Teacher-Trainers in Adult Basic Education.* Office of Continuing Education, Florida State University, Tallahassee, 1966.

Selected papers and group reports from a Florida State University Training Institute are presented on psychological and sociological dimensions of poverty and illiteracy, adult basic education methods and objectives, principles of adult learning and behavior change, and related concerns in teacher training and program development. Among the major topics considered are: specific problem areas identified by teacher-trainers, the overall problem of identifying with and motivating the under-educated, adult-centered counseling, curriculum planning, reading instruction, evaluation of instructional materials, enlistment of community support, long range effects of early cultural deprivation, and strategies and suggestions for training indigenous nonprofessionals. Two tables, chapter notes and references, appendices, and a model of the learning process are also included. ED 019 575.

023. Richardson, William and Shelton, Donald. *Syllabus for Adult Education Programs for Teachers of Disadvantaged*, ED 444G. Oregon College of Education, Monmouth, Oregon, November, 1966.

Broad topics covered in the Syllabus for Teachers of Adult Basic Education are — the Introduction to the course, Definition of the disadvantaged population (conditions and problems of minority groups and their characteristics), Adult learning process (motivation, objectives, types of teachers needed, teaching techniques), Counseling and guidance (basic principles, responsibility of staff members for counseling, testing), Adult education development and history, Adult Education program (types of programs, legislation, migrant adult education), Introduction to Adult Basic Education Curriculum (development of basic and intermediate skills), Vocational Education (types of programs and materials used), and General Educational Development Testing Program and Certificate of Equivalency (uses and preparation for tests) including future trends in Adult Education. The extensive bibliography includes teacher materials, student materials, and films and filmstrips. ED 012 866

024. Seay, Donna M. "The Roles of the Teacher for the Effective Use of Programmed Instruction in a Correctional Setting." (Paper presented at 15th Annual Correctional Education Association Conference, Chicago, Illinois.) Rehabilitation Research Center, Draper Correctional Center, Elmore, Alabama, November, 1966.

Not only must a teacher in a correctional setting be aware that typical inmates have been economically deprived, share social and moral values with the lower class, and are educationally deficient; he must also be aware of his many roles. As a friend, he should counsel, listen, accept the student as a person, and help him solve his problems. As a "doctor", he should diagnose and prescribe for the student's learning difficulties, emphasize individual needs, and stress applications and practical specific knowledge. As a manager, he should supervise, motivate, and reward. He should plan and organize group and individual instruction. He can combine group and individual instruction by using programmed lectures, films, and games. In the Draper Project, a PerceptoScope (an all-purpose, visual-aid instrument) was used with particular success in a reading program. All teachers involved with correctional education should receive in-service training to teach them techniques in counseling and human relations as well as in job analysis and lesson plans. This in-service training is essential to the growth and development of the teacher and of the offenders whom he will teach. ED 026 850

025. U.S. Office of Education, Bureau of Adult, Vocational and Technical Education. *Adult Education Act of 1966, as Amended, Program Information*. Washington, D.C., 1966.

Information on the Adult Education Act of 1966, as amended, given in this document includes the following: (1) program objectives, (2) program strategy, (3) evaluation techniques, (4) program universe, (5) student characteristics, (6) target population, (7) program impact, and (8) training needs. ED 078 271

026. U.S. Office of Education, Division of Adult Education and the National University Extension Association. *Curriculum Guide*. Washington, D.C., 1966.

This curriculum guide includes background information of the institute wherein the guide was created. The guide lists curriculum elements for administrators, teachers and teacher-trainers suggested by state directors and U.S. Office of Education staff members. The guideline may also be used as a form of reference when the curricula for institutes are developed at the regional level. The administrators curriculum guide lists the following as high priorities: problems of target populations, i.e. unemployment, poor consumer & health practices; job opportunities; federal legislation; and state administration. The curriculum guide for teachers lists those above mentioned concerns as well as additional target population problems, i.e. limited understanding of legal rights and responsibilities, and lack of information about child development and family relationships. The teacher-trainers' curriculum guide focuses on improving instructional materials and methods, and coordination of ABE programs with ongoing adult education programs.

027. University of Maryland, Center of Adult Education. *Trainer of Trainers' Workshops in Adult Basic Education and Subsequent Grant Activity: Final Report*. College Park, Maryland, December, 1966.

Sponsored by the Ford Foundation, workshops for trainers of trainers of teachers in Adult Basic Education were held in the summer of 1965 at the Universities of New Mexico, Maryland, and Washington. Administrators, supervisors, university faculty, and teachers (155 in all) were trained. Each workshop had its own approach and developed its own evaluation. The University of Maryland was granted supplemental funds from the Ford Foundation to perform a nationwide evaluation of participants several months after the workshops, and an evaluation of the trainers and teachers trained by them. In addition, a guide for Teacher-Trainers in Adult Basic Education was published by the National Association for Public School Adult Education (NAPSAE) in early 1966. It is a blending of the materials generated by all three workshops. Unexpended funds under the original workshop project have been transferred to NAPSAE to service an office of Coordinator of Adult Basic Education training activities. ED 031 618

028. Warren, Virginia B. *A Guide for Teacher Trainers in Adult Basic Education*. National Association for Public School Adult Education, Washington, D.C., 1966.

The material presented in this guide was developed out of three teacher-training workshops in Adult Basic Education held during 1965 at the University of Maryland, University of New Mexico and University of Washington, financed by the Ford Foundation and sponsored by the Adult Education Branch of the U.S. Office of Education. Their purpose was to develop in middle-class persons, with or without experience teaching children, insights required to identify with, understand, respect and provide meaningful learning experiences for the socially, emotionally and educationally disadvantaged adult. Five chapters comprise the main section of the guide: 1) Teacher-Training Techniques in Adult Basic Education; 2) Characteristics of Undereducated Adults and How They Affect Teaching Techniques; 3) The Curriculum of Adult Basic Education Classes (a comprehensive outline of skills to be learned on different levels in reading, mathematics, citizenship, career education, basic language skills, and family and community living); 4) Ways to Evaluate Materials for ABE Classes; and 5) Counseling and Testing in Adult Basic Education. The appendix discusses such problems as student and teacher recruitment, involvement of community groups, teaching the non-English speaking adult, literacy and the world of work and non-learning problems affecting students in ABE classes.

029. *Adult Basic Education Number 1. Current Information Sources*. ERIC Clearinghouse on Adult Education. November, 1967.

An annotated bibliography on Adult Basic Education contains 38 indexed entries, most of which are also abstracted. Such topics as reading instruction, programmed instruction and related technology, teacher attitudes and characteristics, manpower development, regional needs, program planning and administration, teacher training, and literacy education for enlisted men and non-English-speaking Mexican-Americans, are represented. Also noted is a collection of abstracts of research studies conducted in New Mexico, Arizona, Nevada, Utah, Idaho, Wyoming, and Colorado. ED 014 024

030. Carter, R. Phillip and Short, Verl M., eds. *Speaking About Adults and the Continuing Educational Process. Proceedings of the Adult Basic Education Workshop. (Northern Illinois University, June 13-24, 1966.)* DeKalb, Illinois, February, 1967.

The papers composing this document were presented during the Workshop for Teachers on Adult Basic Education, which sought to provide participants with an understanding of the adult learner, insights regarding program planning, and techniques and procedures for effective teaching. They were intended to provide experienced adult educators with a current view of significant issues and resources, and students in preservice or inservice training with a basic reference and overview regarding adult basic education. Among subjects discussed were: classroom climate, cultural values, developmental tasks, recruitment and retention, program individualization, testing, counseling, relating to the adult learner, understanding group interaction and behavior, experience in concept building, selection of instructional materials, evaluation, social studies and citizenship, practical mathematics and basic reading instruction. The appendix includes legislation which affects the adult educator. ED 028 329

031. Edwards, William L. and Cohen, Edmund D. *Aides for Adult Education, A Training Program Funded by the Ohio Board of Regents Under Title I of the Higher Education Act. Final Report.* Case Western Reserve University, Cleveland College and Cleveland Public Schools, Cleveland, Ohio, 1967.

The Aides for Adult Education Workshop (February 10-May 20, 1967) was held in Cleveland, Ohio, by Cleveland College and the Public School system, to develop better classroom communication and a more intensive learning situation for disadvantaged adult students. Twenty Welfare recipients, almost all Black women, were selected for aide training on the basis of verbal ability, reading comprehension, interpersonal attitudes, and attitudes toward educational institutions and community organization. Experienced teachers in public school adult education were chosen for the project according to successful classroom performance, interest in a training project, and a felt need for the help of an aide. Workshop activities were designed to give both aides and teachers an overview of adult basic education, curriculum materials, classroom organization, and procedure. An evaluation of classes with and without aides showed that with aides, more individual help is given, and teachers lecture less and answer questions more. The teachers themselves felt that they could effectively handle larger classes with aides. The document includes appendices and workshop statistics. ED 014 664

032. Fitzgerald, Hunter. *Adult Basic Education National Teacher Training Institute.* (California State Polytechnic College, Voorhis Campus, July 10-28, 1967). University of California, Los Angeles, 1967.

The 1967 Western Region Teacher Training Institute at California State Polytechnic College was designed to provide training for administrators and teachers of Adult Basic Education (ABE) programs in six states. The Institute focused on five broad areas — understanding the ABE student, methods of training ABE instructors, administration, program evaluation, and ABE curriculum. The Teacher Institute, subdivided into elementary (basic) education or English as a second language interest groups, featured lecture-discussions and small group activities in which instructional methods and materials, educational technology, guidance and counseling techniques, and methods of evaluation and measurement were studied. In the Administrative Institute, divided into nine project groups, each participant developed a project to be used in his community. Four evenings a week participants in both institutes observed and taught in ABE classes in Los Angeles. Recommendations for future workshops were: conduct separate workshops for rural and metropolitan ABE programs, provide for a more consistent method of participant selection, select staff associates from previous institute participants, and separate administrator and teacher institutes. ED 012 878

033. Goering, Oswald H. and Stotts, Michael J. *Perspectives in Adult Basic Education for Administrators. Proceedings of the Adult Basic Education Administrators' Workshop.* (Northern Illinois University, DeKalb, 1967.)

Papers from this 1967 workshop for administrators in adult basic education discussed numerous aspects of the field — federal aid, teacher attributes and requirements, tasks and objectives of adult basic and continuing education, principles of administrative control and decision making, the financing and budgeting of local programs, teacher selection and orientation for adult basic education, professional and nonprofessional staff development for a Milwaukee inner city demonstration project. Also discussed were a curriculum design model based on individual progression, the evaluation and selection of programed materials, objectives of testing, elements of effective counseling, the role of adult basic education in job training programs for Chicago welfare recipients, steps toward cooperative planning and program coordination in Illinois, adult health needs, and innovative adult education programs within the Illinois penal system. Case materials are also cited on adult basic counseling services of Milwaukee vocational, technical, and adult schools. The document includes chapter references. ED 019 562

034. Hand, Sam E. and Puder, William H. *A Preliminary Overview of Methods and Techniques in Adult Literary and Adult Basic Education.* Florida State University, Tallahassee, 1967.

Several methods and techniques proven successful in literacy and adult basic education are discussed. The Laubach method does not depend on a plot but uses a chart which pictures an English phrase, letter, word, and stylized representation of the first letter of the word. The Gouin Theme Method is Gestalt in approach, as the entire sentences are linked to others and form a story. The Community Approach Method structures lessons around daily happenings familiar to adult students. The Basic English Method provides an 850 word basic vocabulary for foreign born illiterates. A four step experience is used in the Direct Method, consisting of (1) filmstrips of whole stories expressed in underlined sentences, (2) duplication of the story through use of flash cards and other teaching materials, (3) phonetic attack on words, and (4) comprehension. A sixth method adds television teaching in the Laubach method. Establishment of good rapport and permissive classroom climate are essential to the non-directive approach in the Lark Method. Techniques discussed include global (sight reading), synthetic, analytic-synthetic, eclectic, Bloomfield, and Gray. ED 021 158

035. Knox, Alan B. *Adult Basic Education*. Teachers College, Columbia University, New York, November, 1967.

This report contains abstracts of research reports and evaluation studies related to adult basic education conducted in the United States and Canada. The majority of the reports were dated 1965, 1966, or 1967, many being related to federal funds either directly or indirectly. An introduction describes the purpose of the report, provides some basic definitions, outlines search procedures, describes the form of the abstracts, and includes a brief section on trends and commentary. The abstracts which follow include full bibliographic citation to the source, a summary, and a list of major terms for retrieval. A bibliography is included of additional references that have been identified as potentially relevant but have not been located and abstracted. ED 015 392

036. McConnor, Stanley J., comp. *A Report of the ABE Administrators Institute (July 9-21, 1967)*. University of Connecticut, Storrs, 1967.

The report, while including sections on how the Adult Basic Education (ABE) Administrators Institute was developed and the personnel involved, consists primarily of papers submitted by the trainees on various ABE administrative topics. Two of these deal with community problems impacting upon ABE programs with special emphasis on the culture of poverty. Twelve present model project proposals for specific situations involving applications for aid through various federal programs. The remaining two deal with programs in prisons.

037. Management Technology, Inc. *Abstract of a Conceptual Model of an Adult Basic Education System*. Prepared for the U.S. Office of Education (HEW), Adult Education Branch, Washington, D.C., June, 1967.

This summary model includes 1) an adult basic education target flow chart covering needs, recruitment, referral, screening and registration, orientation and placement, educational processes (including follow-up), vocational placement, and potential program benefits as they pertain to the educationally disadvantaged target population; 2) an analysis of the management process involved (policy, procedures, program decisions, monitoring, etc.); and 3) an ABE management system data bank covering resources and methods, program objectives, and various kinds of technical performances. Additional research projects are also noted. Glossary.

038. National Association for Public School Adult Education. *Adult Basic Education: A Guide for Teachers and Teacher Trainers*. Washington, D.C., April, 1967.

This teacher training manual, developed in three Adult Basic Education Workshops sponsored by the National Association for Public School Adult Education (NAPSAE), outlines a scheme applicable both to trainees and to their disadvantaged clientele. Teacher training methods include role playing, talks by experts, demonstrations and exhibitions, field trips, films, small group discussions, work groups, and individual study. The Adult Basic Education curriculum includes reading skills, language arts, and concepts in mathematics, citizenship, family and community life, and adjustment to the working world. To cope with such problems as low student motivation and self-image, economic and cultural deprivation, fear and hostility, and values and behavior at variance with middle-class and upper-class norms, the teacher needs above-average resourcefulness and human understanding, and must develop skill in selecting and using printed materials (notably the major sequential literacy systems), audiovisual aids, classroom techniques, counseling activities, and standardized tests. In working with non-English-speaking adults, oral teaching should be stressed. (The document includes a sample one-week training session, evaluation sheets and other forms, suggested activities and resources, six appendices, and numerous references.) ED 013 400 (Document not available from EDRS.)

039. National University Extension Association. *Adult Learning, Adult Basic Education Pre-Institute Seminar*. (Wayne State University, May, 1967.) Washington, D.C., 1967.

A pre-institute seminar, financed by a grant from the Adult Education Division of the Office of Education to the National University Extension Association, and held at Wayne State University in May, 1967, focused on plans for the 20 adult basic education teacher training institutes held during the summer of 1967. Leaders in adult basic education and related disciplines joined with institute program directors and staff to share information gained from ongoing programs and provide specialized training for adult educators coordinating the institutes. The discussions and demonstrations, reproduced in this document, centered around three main areas of adult basic education development: innovations in curriculum, technology and management. Topics covered include programmed instruction, teaching adults to read, the Michigan Language Program, hardware such as video tape recorders, skill training at Michigan Bell, the Educational Development Laboratories Learning System, federal government role in education of adults, the Draper Rehabilitation Projects, counseling adults, and effective small group instruction. ED 019 604

040. National University Extension Association. *The Administration of Adult Basic Education. A Manual of Training Materials.* Washington, D.C. June, 1967.

Training materials, developed for the 1967 summer institutes for administrators of Adult Basic Education programs, are presented in two parts: 1) case studies developed around events commonly occurring in the administration of Adult Basic Education programs, and 2) program guidelines meant to suggest approaches to handling specific situations. Through analysis and discussion of the case studies, participants in administrative institutes can arrive deductively at guidelines of their own that are applicable to their program and communities. Discussion and analysis of pre-existing guidelines may assist participants in comparing their own experiences with commonly accepted principles of administrative practice. Case study topics are: bringing about a change in a hierarchy, educational technology, inter-agency cooperation, and comprehensive educational planning. Guidelines are: the development of an advisory council, the effective administration of the adult basic education program, the use of paraprofessional personnel, and the use of community resources. ED 012 421

041. National University Extension Association. *Extended and Revised National Teacher-Training Adult Basic Education Program Funded Under the Adult Education Act of 1966.* Washington, D.C., December, 1967.

This is the fourth in a series of reports on the National Adult Basic Education Training Program which started in 1966. It treats the period July 1 through December 31, 1967, and covers institute activities, both in program and administration, at the federal, state, local, and university levels. Special attention is given the selection and enrollment of participants (who this year included administrators as well as teachers), the comparison of syllabi, methods of instruction and the availability of facilities to participants. Tables show the nationality, experience, age grouping, ethnic backgrounds, years since the last degree, educational attainment of participants; percentage of institute time devoted to workshop-type activities; and the use of programmed instruction in nine universities. The analysis procedures involve selected means, standard deviations, and frequency distributions, expressed in percentages. Appendices list the curriculum, advisory group; professional resources; films used; institute coordinators, program directors, and staff specialists; and evaluation reports from Educational Psychology Associates. ED 061 470

042. National University Extension Association. *National Adult Basic Education Teacher Training Program. Third Progress Report (Extended and Revised).* Washington, D.C., June, 1967.

As a continuation of a 1966 project, National University Extension Association (NUEA), under a grant from the U.S. Office of Education (USOE) conducted 20 regional adult basic education training institutes in the summer of 1967. Three educational experiments were carried over: an accelerated national program for preparation of teachers for the educationally deprived, application of educational technology to the problems of teaching basic skills to adults, and an experiment in creative educational federalism. Elaborations in 1967 included development of a national core curriculum, conferences for participating universities and state directors; teacher-training institutes conducted by universities in each USOE region; pre- and in-service training programs organized at the local level, and design for an evaluation system. In Part One of this report, the staff, definitions, finances, and a review of the 1966 and 1967 functions of the USOE, NUEA, participating institutes, and state directors are given. Part Two contains details of the production of the curriculum guide and materials, and program evaluation. In Part Three participant costs for three-week and two-week sessions are described. Part Four includes descriptions of the staff and its functions and of the communications network. ED 012 423

043. National University Extension Association. *National Adult Basic Education Teacher Training Program, Summer 1967. Final Report.* Silver Spring, Maryland, 1967.

This document summarizes the first two years of Summer Institutes funded under the Adult Education Act of 1966 and coordinated by the National University Extension Association. The report provides a brief review of the Summer '66 Institutes (9) and then describes the chronological planning developments which preceded the second summer of Institutes. Data on the Summer '67 Institutes (19) include kinds of participants, state and federal allocations, description of facilities, and evaluation.

044. Ohannessian, Sirapi. *The Study of the Problems of Teaching English to American Indians, Report and Recommendations*. Center for Applied Linguistics, Washington, D.C. July, 1967.

The purpose of the study was to assess the learning and teaching of English in elementary and secondary BIA schools as well as in adult education programs and selected public schools enrolling American Indian students. The main problem areas studied were: (1) administrative aspects of boarding and day schools, (2) the performance of students, (3) the performance, preparation, recruitment and retraining of teachers, and (4) instructional materials. The twelve-man study group was composed of specialists in linguistics and the teaching of English to speakers of other languages, American Indian languages, anthropology, psychology of language learning and other related and pertinent fields. This report describes the preparation and procedures followed in the survey, as well as the major and specific recommendations presented by the study group. The recommendations include: (1) the institution of an independent national advisory council on Indian education, (2) a re-examination of patterns of schooling for Indian students, and (3) special preparation, recruitment, and retraining of personnel. ED 014 727

045. Ohliger, John. *Syllabus for Education 672—Introduction to Adult Education*. Ohio State University, Columbus, 1967.

The Syllabus for Education 672, an introductory course on adult education at Ohio State University, opens by listing the five basic courses and describing course objectives (knowledge, skill in thinking, and development of interests and social attitudes). Subsequent sections explain the use of term papers and field visits and outline textbook and related readings on the history of adult education, definitions of its scope, sponsoring agencies and the mass media, program areas, educational methods (largely group discussion), psychology, sociology (the place of adult education in society), financial support, coordination of adult education, the marginality of adult education in the educational establishment, and additional areas of study (including comparative education, general education, adult educator training, evaluation, participation, counseling, and promotion). Also included are an outline for studying adult education programs in greater Columbus, Ohio, a list of agencies, and an extensive bibliography. ED 023 954

046. Southwestern Cooperative Educational Laboratory. *A Regional Educational Television Project for Non-English Speaking Spanish-Surname Adults. Final Report*. Albuquerque, New Mexico, 1967.

Educational Television (ETV), as a demonstration project, as a possible means of reaching a target population of migrant Spanish-speaking Mexican Americans in the Southwest region with low literacy backgrounds was studied. Two state education departments (California and Arizona) and the University of Colorado were enlisted to participate in the project. The Southwestern Cooperative Educational Laboratory acted as systems manager to develop and produce components for a prototype instructional package for undereducated and illiterate Spanish-speaking adults. A two-day adult basic education conference was held to identify priority areas of need in ABE. Instructional elements that evolved from the conference were the development of paper and pencil materials, a delivery system for the video tapeplayer and pencil instructional package, and an active ABE clearinghouse. The conference also proposed the introduction of teacher-training programs for teachers and aides of Spanish-speaking adults in basic education programs. Three appendixes present material related to work conducted in relation to the project. ED 061 477

047. *Training of Adult Education Personnel, Number 1 - Current Information Sources*. ERIC Clearinghouse on Adult Education. December, 1967.

This annotated bibliography contains 44 indexed entries, almost all with abstracts, on training methods, educational background, attitudes, leadership qualities and functions, role perception, job satisfaction, personnel policy, and organizational climate as related to the training of adult education personnel. Among the fields of endeavor dealt with are public school adult education, literacy and adult basic education, art education, home economics, leadership of 4-H and other youth groups, vocational education, urban extension services to disadvantaged groups, general rural extension, and conference planning. ED 014 670

048. U.S. Office of Education, Division of Adult Education Programs. *A Report on Adult Literacy Work and Basic Education Undertaken by the United States from 1967 to 1967*. (Prepared for a UNESCO publication.) Washington, D.C., September, 1967.

The report outlines the history of adult and continuing education, and particularly, adult basic education, in the United States. Included are definitions, statistics, and the goals and objectives of ABE. Outlined also are leadership and training for ABE, and a bibliography of adult basic education materials. In teacher training, the 1965 and 1966 teacher training institutes are reported; for 1967, prospective institutes and the employment of specialists of nine universities. Proposed programs in several states are outlined. Other USOE programs mentioned are library services, adult literacy programs, etc. Use of mass media in literacy work is mentioned. Includes a statement of future directions in adult basic education.

049. University of Maryland. *Curriculum Planning Conference (University of Maryland, April 6-7, 1967)*. College Park, Maryland, April, 1967.

This document, which reports a conference on planning a curriculum for adult education, directs attention to areas of study covered in a major field, contributions of fields such as psychology and sociology to the education of an adult leader, research competencies adult educators should have and the kind of research they should produce, the question of whether there is a need for persons with doctoral degrees in various fields of adult education, and the question of competencies likely to be needed in the foreseeable future. It gives the summaries of four papers and the task force reports on selection and training of adult education students and employment of graduates. Recommendations include the need for communication between researcher and practitioner and for the development of an interdisciplinary approach. Suggestions on designing a graduate program in adult education include the sequence of courses dealing with definition, history, structure, and philosophical foundations; interdisciplinary work; guided reading; tutorial and thesis supervision; seminars; and an internship experience, ED 024 871

050. Veri, Clive C. *Organizational Patterns of Programs at Universities in the United States Which Offer A Doctoral Degree in Adult Education*. University of Nebraska, Lincoln, September, 1967.

To survey the organizational patterns of graduate adult education programs, a questionnaire was mailed to the 19 universities in the United States offering adult education, doctoral degrees, requesting names, titles, faculty academic interests, program organizational charts, plans for expansion, and graduate student load. There was a 94.4 percent return. All doctoral programs were affiliated with a university, 11.8 percent in separate departments, 17.6 percent conjoined with other areas of education and 41.2 percent operating within departments of education. Respondents indicated that few organizational changes were planned within the next three years. Official titles of programs were too varied to provide a cluster for analysis. There averaged three and one-half faculty members per program with 18 advisees (11 doctoral candidates and seven Master's) for each. Faculty members devoted 52 percent of their time to teaching, 21 percent to administration, and 27 percent to research. Their academic backgrounds included 49.3 percent in adult education, 11.6 percent in administration, 10.2 percent in sociology, and 7.3 percent in higher education. By 1968 approximately 80 percent of the full-time staff of adult education programs will be adult education majors. Document includes questionnaire, covering and follow-up letters, and charts of program organizational patterns. ED 014 028

051. *Adult Basic Education. Current Information Sources, Number 18*. ERIC Clearinghouse on Adult Education. May, 1968.

This annotated bibliography on Adult Basic Education contains 73 items with abstracts arranged under four headings — (1) Research Reviews and General Studies, (2) Particular Programs, (3) Teacher Training, and (4) Materials, guides, and Tests. These documents are from 1965-1968. ED 018 745

052. Aker, George F. *Strategies of Leadership for Adult Basic Education*. Department of Adult Education, Florida State University, Tallahassee, July, 1968.

A nationwide program in Adult Basic Education requires an organizational structure which will provide a practical and theoretical, centralized and decentralized outlook. This system should include a national commission, state-wide committees, and community councils which would facilitate communication. Leaders must be selected and prepared and educational programs developed and executed. These leaders can be recruited from the reserve of potential leaders available in communities. Training can be provided by professors of adult education, other university faculty, research and evaluation specialists, and teachers and aides. Systematic preservice and inservice training could be given to teachers at all levels, and methods such as weekend and evening community seminars, residential conferences, and internships be utilized. However, in the process of developing these programs, we must be aware of the pitfalls which have appeared in this new field. ED 023 043

053. Axtord, Roger W. and others. *Adult Basic Education: The Administrator, Community-Clientele*. Northern Illinois University, DeKalb, 1968.

This report incorporates the proceedings of an ABE administrators' workshop and summer institute. Emphasis was on development of better ABE programs and on staffing with more qualified teachers. New curriculum areas were also explored.

054. Cincinnati Public Schools, Division of Continuing Education. *Teacher Workshop: Adult Basic Education, 1968*. Cincinnati, Ohio, November, 1968.

Thirty-two local ABE staff members attended this series of three Saturday morning sessions, the purpose of which was to evaluate materials or teaching approaches that had proven effective or could prove effective in meeting the needs of the adult learner. Effective methods of recruitment and retention were also evaluated. The report includes contributions made by the resource personnel, participant committee reports, and handout reference materials.

055. El Centro Hispano. *Annual Report, July 1, 1967-June 30, 1968*. Milwaukee, Wisconsin, 1968.

Geared to the special needs of undereducated Spanish-speaking adults in greater Milwaukee, this adult basic education program incorporates English instruction at the basic, intermediate, or low-advanced level; instruction in establishing an English-speaking atmosphere for children; job-seeking skills for obtaining better paid or more suitable work; guidance services in urban living; job placement, health, and sanitation, and basic skills for functioning adequately in society. Paraprofessional teachers have been chosen from the same socioeconomic background as the students, and then trained in frequent inservice seminars and (in five cases) special teacher institutes as well. The majority of students during 1967-68 were interested in English as a second language; were grade school dropouts seeking better jobs; or were high school dropouts seeking a diploma or certificate. A language laboratory and various other instructional materials and aids were used. Evaluations of the program and of student progress were strongly favorable. Plans for the near future include new teachers and neighborhood workers, a resource index for teachers and programmed instruction, health classes, and student certificates. ED 023 983

056. *Final Report: Adult Basic Education Materials and Techniques Demonstration and Evaluation Center (Project CABLE)*. Alexandria, Virginia, 1968.

The major objective of the center is to evaluate Adult Basic Education materials through student use, and act as a demonstration and teacher training center. This report is a summary of the year's work (1967-68). CABLE was established to meet the needs of schools initiating ABE programs. Included are a practical laboratory, methods and materials, demonstration library, teacher training workshops; as well as day, evening and Saturday classes. The Job Corps reading program, EDL, and TESOL are described. Problems, findings, and accomplishments of the center are outlined. Teacher training workshops and English language services teacher education program are described, as well as their counseling services, recruitment, and some of the problems encountered.

057. Florida State University, Department of Adult Education. *Southeastern Institute for Teacher Training in Adult Basic Education*. Tallahassee, Florida, 1968.

This three-week residential Institute at Florida State University (July 7-26, 1968) was structured to provide needed basic training for selected teacher-trainers and teachers of adult basic education. Generalizations concerning the psychology of adult learning were developed and tested in relation to the psychology of the disadvantaged adult. Methods, techniques and materials useful in adult basic education learning situations, particularly those which lend themselves toward the individualization of instruction were heavily stressed. The program provided opportunities for training in the basic skills necessary for teaching reading, writing, arithmetic and effective communication. Actual practice in development of individual teacher kits using a wide variety of materials was also provided. Additional problems in ABE such as recruiting, retention, testing, evaluation, curriculum planning and the development of study skills were analyzed for practical solutions. ED 061 480

058. Greenleigh Associates, Inc. *Inventory of Federally Supported Adult Education Programs; Report to the President's National Advisory Committee on Adult Basic Education*. New York, January, 1968.

Descriptions of the program title, its administering agency, legislative authorization, main purpose, target population, funding, stipends, programs and facilities, administration and coordination, enrollee characteristics, course and teacher characteristics, course outcome, program measurement, and recommendations (if any) for improvement are given for each of 34 Federal programs concerned with adult basic education (ABE). There are also brief descriptions of ABE programs in relation to other training programs in 13 cities and states. A large gap exists between numbers of those who need and those who actually receive ABE. The target population intended by Congress is not clear, and this study indicates that a national ABE policy needs further definition and clarification. Gaps in program coordination also exist. Recommendations include more funds, inter-agency reporting systems, linkages of ABE programs at all levels, stipends, distribution of funds within states by greatest need, and increased funds for training teachers. Statistics, summarized in five tables, and descriptions of a few related programs are in the appendices. ED 034 913

059. Horn, R. A. *Ohio Seminar for Administrators of Adult Basic Education; September, 1968*. Ohio State Department of Education, Columbus, 1968.

Purpose of this special seminar for administrators of adult basic education programs in the state of Ohio was to identify problem areas in its programs and to collectively consider possible solutions. The booklet contains the text of speeches delivered by experts in the field who were guest lecturers at the two-day seminar. Topics covered included: "The Undereducated Urban Adult — Special Citizen in Need of Special Help"; "The Adult of the Appalachian Mountain Area"; "Counseling Adult Basic Education Students"; and an "Overview of Adult Basic Education." ED 035 801

060. Ingham, Roy J. *Administrative Processes in Adult Education: A Critique of Existing Principles and a Method for Improving Their Validity*. Florida State University, Tallahassee, Florida, February, 1968.

This paper aims to improve the effectiveness of adult education administrators in achieving their goals. The author contends that there does not exist an agreed-upon criterion for evaluation of effectiveness of existing ABE agencies. Part I of the paper contains a description and analysis of the principle of administration in order to determine where gaps exist in the body of knowledge on administration. Part II contains a method of analyzing ABE agencies that the author considers useful for the formation of principles about the administration of these agencies. ED 017 814

061. Jahns, Irwin R. and Brady, Henry G., eds. *The Adult Basic Education Curriculum and Its Development*. Department of Adult Education, Florida State University, Tallahassee, May, 1968.

This report of the highlights of the Southeastern Adult Basic Education Teacher Training Institute, July 10-28, 1967, presents financial changes in the state and federal support of basic adult education; pinpoints the essential psychological, physiological, and emotional aspects of adult learning; and attempts to relate teaching techniques to these. There are suggestions for the maintenance of communication among local, state and federal authorities. Included also is the urging of adult educators to be aware of the interrelationships of the adult's needs as a worker, consumer, and user of leisure time; and to recognize the need for the adaptation of curriculum and method to the adult. Reference is made to such societal forces as increased numbers in need of training, job obsolescence, knowledge explosion accompanied by technological revolution, the relationship between the actions of the militant minority groups and the awakening of social conscience, and the concept of life-long training. ED 021 203

062. Kniefel, Tanya Suarez, comp. *Programs Available for Strengthening the Education of Spanish-Speaking Students*. New Mexico State University, University Park, November, 1968.

Paper prepared for the Conference on Teacher Education for Mexican-Americans, New Mexico State University, February 13-15, 1969. The purposes of the guide are: 1) to provide information concerning federal funds available for training educational personnel to work in areas with high concentrations of bilingual students, and 2) to provide familiarization with programs available for bilingual students, as well as programs for research into their educational problems. Also included is a list of scholarships available for Spanish-speaking students. Relevant federal legislation is listed, along with the purpose of each Act, availability of funds, and eligibility. Guidelines for writing and evaluating proposals for federal funds are included. A bibliography is given to provide information concerning federal funding offered by the U.S. Office of Education, and the procedures for applying for these funds. ED 025 366

063. Kreitlow, Burton W. *Educating the Adult Educator, Part 2: Taxonomy of Needed Research, Report from the Adult Re-Education Project. Theoretical Paper No. 13*. Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin, Madison, May, 1968.

This theoretical paper is the concluding part of an extensive two-part examination of the problem of educating adult educators. The first part dealt with the relationship of adult education to other disciplines. This part establishes a framework for classifying areas of needed research in the field of adult education. The framework used here is based on application — learning, teaching, social change, guidance, and other activities. Some of the areas of need identified are tied almost wholly to a specific discipline or an applied field, while others are associated with certain program areas. Three interrelated categories of application are used: 1) the adult as an individual and as a learner, 2) the adult's response to sociocultural phenomena, and 3) the adult education enterprise. A background is provided for each area of need; series of questions are asked in order to demonstrate the scope of these needs; and each need is given focus by a short statement or a few summarizing questions. ED 023 031

064. Laubach, Robert S. and others. *A Measurement of the Education Relevance of a Short-Term Training Program for Adult Literacy Teachers. Final Report*. Laubach Literacy, Inc., Syracuse, New York, June, 1968.

The study was undertaken to provide objective data for evaluating the educational relevance of short courses for teachers in literacy programs. Two short courses were organized for nonprofessional ABE teachers. Teachers in each course were divided in half to form an experimental group and a control group. Experimental groups completed an attitude and opinion survey about ABE students after having actually taught ABE students; control groups did not teach. A multiple-time series design was used to measure change over time, since this design permitted the measurement of transition rates which showed shifts among responses when the same adults responded to the same questionnaire item on two different occasions. Results indicated significant shift in responses of the experimental group of ABE teachers after actual teaching experience. The study demonstrated that: 1) training programs can be evaluated by studying changes over time of the attitudes of nonprofessional ABE teachers, and 2) the particular training courses being investigated were only qualified successes since they did not induce permanent change. (Appendix 2 contains reference to a second study which substantiates the fact that short-term courses do not induce long-term changes.) ED 027 512

065. Liveright, A. A. *A Study of Adult Education in the United States*. Center for the Study of Liberal Education for Adults, Boston University, Massachusetts, 1968.

Based on information gathered in 1965 and 1966 for the United States Office of Education, this study of adult education in the United States begins with a definition of terms and of underlying educational philosophy, then reviews the history of American adult education, current patterns of participation, and the adult education profession (including research and the training of adult educators), the nature and scope of federal activities and policies, the present state of adult education activities by the mass media and other non-federal groups and institutions, and areas of concern in the changing field of adult education. Recommendations for action are set forth in such areas as data reporting, research design, information dissemination, innovation and experimentation, interagency cooperation and program coordination within the federal government, and the recruitment, development, and training of qualified personnel. The document includes tables and chapter references. ED 021 201

066. Luke, Robert A. and Pitchell, Robert J. *Administration of Adult Basic Education Programs — Case Studies and Guidelines*. National University Extension Association, Silver Springs, Maryland, 1968.

This booklet, consisting of training materials for ABE administrators, developed for a series of 1967 summer institutes, presents a) case studies dealing with the everyday problems involved in setting up and administering a program of adult basic education in the local community and b) a series of program guidelines. After participants read the materials there were group discussions and problem-solving sessions in which everyone participated. The suggested guidelines were examined and analyzed for strengths and weaknesses and relevancy.

067. McConner, Stanley J., ed. *A Report on the (ABE) Teacher Trainer Institute*. (University of Connecticut, Storrs, July 7-26, 1968.)

The Institute for Adult Basic Education (ABE) Teachers and Trainers was primarily concerned with new instructional technology and its ABE applications. Other topics discussed included adult counseling, sensitivity training, and materials development. The Institute included a field trip to the Manpower Development Training Center in Hartford, Connecticut. Trainees had to present model ABE lesson plans, and the bulk of the report consists of a selected number of these.

068. Marshall, Lois E., ed. *Adult Basic Education Administrators' Institute, Region II*. Montclair State College, Upper Montclair, New Jersey, 1968.

The 1968 Adult Basic Education Administrator's Institute, held July 7-19, 1968, at Montclair State College, was designed to meet a series of objectives, including: provision of experience to enable the ABE administrator to more effectively develop and operate local programs of adult basic education in line with the national and state goals; to increase his sensitivity and awareness of the teaching-learning relationships involved in the education of adults; to develop his own knowledge, skills, insights, decision-making and management abilities in terms of his own local program situation; to enable the participant to improve his competency as a self-learner; to enable the participant to improve his competency in evaluation of adult education programming, teaching, teacher-training, as well as of instructional materials and equipment; and to improve his communication skill and techniques ranging from program reporting to community involvement. This report from the conference consists of excerpts from a series of addresses and panel discussions on these topics. ED 039 495

069. Mosley, Sallie W. *Final Techniques Report on the Institute for Teachers of ABE*. Rust College, Holly Springs, Mississippi, 1968.

Rust College conducted a summer ABE Institute (July 22-August 9, 1968) in "Techniques and Methodology of the Teaching of Adult Education" for adult teachers who were teaching in public and non-public schools in Mississippi, Tennessee, Georgia, Alabama and South Carolina. The objectives of the Institute were to develop competent classroom teachers in ABE; understanding of the nature of the adult teaching process; classroom organization for learning; and preparing teachers in the materials and literature of adult education. A three phase design was used: 1) formal classes of instruction in effective programs in the teaching of adults; 2) small group activities for practical application of the techniques discussed; 3) participants were given an opportunity to work with students under controlled conditions. The presentation was handled by the regular staff with lecturers providing technical knowledge in the areas of their specialization. There was some program development by the participants.

070. National Advisory Committee on Adult Basic Education. *Adult Basic Education — Meeting the Challenge of the 1970's. (First Annual Report to the President of the United States.* U.S. Office of Education, Department of Health, Education and Welfare, Washington, D.C., August, 1968.

Recommendations and supporting information for the federal Adult Basic Education (ABE) program through the fiscal year 1972 include: increasing appropriations and enrollment each year from 1970-72 to focus on civic participation, jobs, home and family life; study to develop a 10-year national plan to coordinate all federal ABE programs; strengthening the National Advisory Committee on ABE to play a leadership role; training programs for ABE personnel; special research projects; and the extension of the ABE program beyond eighth grade level. As a result of the ABE program from 1965-68, some students left welfare rolls, obtained jobs, and received raises and promotions; many enrolled in vocational training and high school programs, while others passed high school equivalency tests. Changes in attitudes and behavior of these people show efforts to break out of poverty. Efforts at training people to meet the shortage of ABE teaching manpower include use of institutes, state agencies, and local education facilities. A major problem of the ABE program is the dropout rate (19% in 1966). A list of 10 federal agencies having ABE programs, a summary of nationwide data on ABE students, a table of state funds and enrollments, and various other presentations of pertinent information are included. ED 023 054

071. National University Extension Association. *National Adult Basic Education Teacher Training Program, Summer 1966. Evaluation and Final Report.* (2 volumes) Silver Spring, Maryland, June, 1968.

This federally funded 1966 training program for Adult Basic Education Teacher Trainers was evaluated using questionnaires, surveys, and field interviews. A series of four-week institutes had given 982 persons 132 hours of instruction at colleges and universities in nine regions. Findings included the following: 1) full-time, formally trained Adult Basic Education teachers were few, but of unusually high caliber; 2) 9,829 teachers received effective instruction in core curriculum areas at a cost to the federal government of about \$50 per teacher trained; 3) cooperation among national, state, and local persons and organizations was successful; 4) useful side effects resulted in professional adult educator training, inter-institutional cooperation, and other areas; 5) with proper guidance by a federal agency, new technology and instructional methods could be introduced rapidly into teacher training and regular academic curricula; 6) given a variety of choices, the teachers and administrators appeared to respond to program elements and leadership in a mature, discriminating manner. Recommendations were made on program expansion, follow-up and related matters. Volume 2 contains 111 tables and other material significant to the analysis and to potential users. ED 035 794

072. North Carolina State University, Department of Adult Education. *The National Teacher-Trainer Institute in Adult Basic Education for Region III; "Adult Basic Education in the World of Work."* Raleigh, North Carolina, 1968.

This institute (July 15-August 2, 1968) was planned to help teacher-trainers develop a philosophy of Adult Basic Education, increase their understanding of the undereducated adult, understand and apply curriculum development process in Adult Basic Education programs, and increase their knowledge and understanding of concepts and techniques related to recruitment, testing, placement, and counseling. Other subjects discussed included the role of programmed learning, the need for counseling to help adult students analyze their needs and pursue meaningful educational experiences, and the relevance of experiences to the needs of undereducated adults. Finally, focus was placed on the development of plans for a training program for teachers. Bibliographies are included. ED 024 878

073. Ohliger, John. Ohio State Department of Education. *Workshop in Adult Basic Education: Workshop Report and Resource Document*. Columbus, Ohio, 1968.

This is a report of an ABE workshop held at Ohio State University, July 1-23, 1968. Committee reports are given on student recruitment, selection and evaluation of published materials, developing materials in the classroom, retention of students, and evaluation of the curriculum project. Topics emphasized at the workshop include the following: in adult basic education, the teacher must have a close relationship with the disadvantaged student and an awareness of the adult as self-directing, responsible, and experienced. An informal classroom climate and the proper teaching skills and attitudes are vital. Programmed instruction must be used with care; its accuracy, agreement with existing curriculum, and compatibility with students' needs should be borne in mind. Instruction in mathematics should provide problem-solving attitudes and skills rather than particular skills for particular jobs. A liberal arts approach is needed in basic education to help create free and responsible citizenship. A bibliography is included. ED 024 861

074. Olivero, James L. and others. *The Chicano is Coming Out of Tortilla Flats . . . One Way or the Other. Proceedings of the Conference Sponsored by the Southwestern Cooperative Educational Laboratory, Inc. (Albuquerque, July 29-30, 1968.)* Albuquerque, New Mexico, 1968.

The purposes of the conference on Adult Basic Education were to determine the most pressing problems facing American Spanish-speaking adults, and to establish collaborative and coordinated efforts to attack these problems. Problems discussed included acculturation processes, unemployment, political implications for Mexican Americans, establishment of equal educational opportunities for Mexican Americans, and availability of diverse media for the teaching of English as a second language. Extensive information exchange among the participants led to the recommendation that an Adult Basic Education clearinghouse be established at the Southwestern Cooperative Educational Laboratory to further and continue this exchange. ED 025 351

075. Ulmer, Curtis and Sparer, Dorothy, ed. *Teaching the Disadvantaged Adult*. University of Georgia and the State Department of Education, Athens, Georgia, 1968.

This guide is part of a program of in-service ABE teacher-training which supplied tapes and materials to the Georgia State Department of Education. The author summarizes his experience and observations of disadvantaged adult students. Sections on teaching/counseling, community assistance, teaching communication, reading and arithmetic, ABE materials, group techniques, evaluation, the national ABE program, and characteristics of the successful ABE teacher are included. An evaluation model and a bibliography are appended. ED 033 985

076. U.S. Office of Education, Mexican-American Affairs Unit. *Mexican-American Education. A Special Report*. Department of Health, Education and Welfare, Washington, D.C., March, 1968.

The Mexican-American Affairs Unit of the U.S. Office of Education was established to plan, develop, and coordinate improved educational opportunities for Mexican-American children and adults. Staff members of the Unit conducted a field survey in Arizona, California, Colorado, New Mexico, and Texas to discuss current programs and future needs. Although the survey revealed general interest in Mexican-American education, a lack of coordination among federal, state, and local agencies was noted. The four major concerns voiced were early childhood education, teacher training, bilingual education, and adult and vocational education. A five-state summary of programs and activities of benefit to Mexican-Americans is appended. ED 023 510

077. University of Texas at Austin, Extension Teaching and Field Service Bureau. *Adult Basic Education Teachers' Guide, Produced by Texas Adult Basic Education Workshop.* Austin, Texas, 1968.

Produced at a program planning workshop (June 20-21, 1968) for experienced adult basic education teachers, this work furnishes a teaching guide and in-service teacher training guidelines for use in the Texas Adult Basic Education program. First, academic and other state-wide program goals are enumerated. Next, concepts and objectives, subject content, student and teacher activities, textbooks, equipment and materials, and procedures are suggested for science and health instruction; increasing students' occupational and educational opportunities; teaching basic, intermediate, and upper level mathematics; adult citizenship and social skills; and development of skills in listening, speaking, reading and writing. Finally, student evaluation objectives, devices, and procedures are listed for each broad subject area and level of instruction. The document includes a model of an in-service orientation program involving lectures, small group discussions, and class visitations. ED 030 830

078. Van Glider, Lester L. and Kania, Joanne. *An Adult Literacy Pilot Project: The Training of Reading Aides.* (Paper presented at the National Reading Conference, December 5-7, 1968, Los Angeles, California.)

Sixteen volunteer aides living in inner-city Milwaukee, Wisconsin, were selected according to education (a high school diploma), age (21 years or older), experience working with people, dependability, and availability. They were divided into four groups, and each group was assigned an instructor from the Marquette University Reading staff. Ten weekly training sessions stressed the use of a variety of materials and methods for teaching the functionally illiterate. After the training sessions, the aides began working with an illiterate adult of their own choosing in a private home setting. The training sessions continued and included evaluation of progress reports and development of planning log books. The aides continued to use the skills and materials acquired in instructing the functional illiterate, some through working with inner-city agencies and the public school system. Two aides were given more responsibility in their present positions, and two are considering formal college work to become certified as teachers. Reactions and recommendations for beginning a second phase of this program are given. A list of instructional materials and publishers is appended. ED 027 174

079. Wilson, Donald E. *Recruitment and Training of Teachers for Adult Basic Education.* University of Southern California, Los Angeles, 1968.

This program provides a two-year teacher training program for university graduates leading to a California state teaching credential and a Master of Science degree in Education. During the first year, interns work to secure teaching credentials. During the second year, they continue studies in their own areas of interest, with a special emphasis on adult education. The program is designed to prepare future teachers to work in schools located in disadvantaged communities of the Los Angeles City School District. This is a joint project between the University of Southern California and the Los Angeles city schools. The University provides relevant academic training and the school district provides the reality of the laboratory setting necessary to develop and demonstrate teaching strategies. The program is concerned with identifying and understanding the interrelatedness of social problems and culture of poverty. Teacher interns work with minority groups in an attempt to bring functionally illiterate adults to an eighth grade level of achievement and to teach the foreign-born in the area to communicate in the English language.

080. Adair, J. B., ed. *Adult Basic Education: Priorities & Potential — A Report on the Second National Leadership Conference on Adult Basic Education.* Department of Adult Education, North Carolina State University, Raleigh, 1969.

This report analyzes the attainments of the then three-year-old national ABE program. The conference, held in Texas, April 15-19, 1968, stressed implications and goals for the future. Conference participants included state ABE directors, directors of projects funded by the U.S. Office of Education, university resource specialists, regional program officers, leaders of other successful programs for disadvantaged adults and members of the National Advisory Committee. Stress of conference talks and presentations was on educational technology — new concepts in adult learning, and on special experimental projects such as adult armchair education, programs for adult migrants, ABE for Head-Start parents, preparation of disadvantaged youth for civil service and other stable futures, and the testing of innovative approaches in the teaching of undereducated adults. A special section is titled "Cooling 'Hot' Cities with Adult Basic Education" — a suggestion for the 1970's along with keeping ABE classes in session throughout the year. ED 036 715

081. Black Hills Area Vocational Technical School. *Teachers' Helpful Suggestions*. Rapid City, South Dakota, 1969.

A brief introduction for new ABE teachers. Most of the suggestions concern the first class meeting, methods of student motivation and retention, and the importance of a friendly teacher-student attitude.

082. California State Department of Education. *Report of Recommendations Concerning Educational Programs for the Non-English Speaking Adult Population*. Sacramento, California, 1969.

Concentrating on the educational needs of migrant, non-English speaking Mexican-Americans in California and other southwestern states, this conference program sought to develop a regional plan. Eleven areas of concern were identified: coordination, funding, curriculum, guidance, personnel, services, follow liaison, facilities, and research. Participants in workshops on family life and parent education, vocational education and training, adult basic education, general academic instruction, intercultural bilingual instruction, mass media and technological approaches offered recommendations regarding each concern. Three workshops held to study suitable educational methods and instructional materials produced their own recommendations for further regional study and action. Educators and Mexican-American leaders also considered such concerns as program development in the community, structure and services, scheduling of services, and the enlisting of community involvement and support. The document includes forms for evaluating educational television programs and English instructional materials. ED 036 719

083. Central Missouri State College. *Job Corps Basic Education Institute (July 14-August 1, 1967)*. Warrensburg, Missouri, August, 1969.

Three, one-week training sessions were scheduled to train 125 basic education instructors from the Women's Centers, Men's Urban Centers, and the Conservation Centers. Topics covered were modern techniques and applications of programmed and individualized instructional materials, language and mathematics skills, placement procedures in reading and math, techniques of teaching reading and math, and the techniques of teaching the World of Work and Advanced General Education Programs. Based on this Institute, a list of recommendations for future Institutes is included. Also included are the results of the pre- and post-test inventories which were administered to evaluate the progress realized by the Institute's participants.

084. Crabtree, Arthur P. *The Strengths and Weaknesses of the ABE Program*. (Paper prepared for the Workshop to Increase and Improve University Teacher Training Programs in Adult Basic Education, University of Chicago, Illinois, March 1969.)

According to this author, the weaknesses of the present Adult Basic Education (ABE) program are: lack of a commonly accepted purpose, both in its origin and its implementation; lack of administrative coordination, especially at the federal level; and (the greatest potential weakness) the encroaching shadow of nonprofessionalism. The program, as it now operates, unduly emphasizes the occupational objective and neglects the broader task of preparing the adult for greater competency as a citizen, parent, and homemaker. Scattered among 10 federal agencies, there are 28 federal programs having adult basic education components and there is little coordination among them. The philosophy of amateurism in this ABE program suggests that the professional certification of teachers is a waste of time. On the other hand, the strengths of ABE are that it has involved a number of people in literacy education, it has provided an example of adult education that everybody can understand and appreciate, and it is the first program in our national history that is of absorbing social significance.

085. Dick, Walter. *An Overview of Computer-Assisted Instruction for Adult Educators*. Computer-Assisted Instruction Center, Florida State University, Tallahassee, 1969.

This was a paper presented to the National Institute for Adult Basic Education, North Carolina State University, Raleigh, July 28, 1969. After a detailed history and definition of computer-assisted instruction (which identifies drill and practice, tutorial, and problem-solving activities as comprising CAI), the development and implementation of a college level computer-based multi-media physics course is described as an example of tutorial activities in CAI for those interested in applying CAI to adult education. Special emphasis is placed on the base line student performance information, multimedia materials, staff differentiation, field tests, a systems approach, and cost effectiveness plans which were used in devising this program. An overview of computer hardware and software problems, such as cost (especially with reference to the advantages of centralized and decentralized systems), type of terminal device (such as the cathode-ray tube), and computer control of multimedia instructional devices is presented next, along with a brief indication of the problems involved in dealing with computer manufacturers and in training employees. Finally, computer applications which are being investigated at Florida State University are reviewed with reference to their implications for adult education drill and practice, problem solving, computer-managed instruction, and computerized testing and educational guidance. ED 033 611

086. Dodd, William J. *Adult Basic Education Teacher Awareness Program for Guidance and Counseling: Parts I and II*. Louisiana State Department of Education, Baton Rouge, 1969.

Part I outlines the development of the Guidance and Counseling Teacher Awareness Packet which was presented to ABE Teachers in Louisiana. Three major areas of concern include: awareness of the ABE student and the teacher's role in meeting students' needs and problems; guidance and counseling services which can be implemented by teachers; and development of techniques for classroom, evaluation, and home visits. Use of visual aids in the presentation of the program is clearly outlined. Appendices include material on curriculum planning and a list of referral services, as well as a specific list of visual aids. Part II consists of discussion and evaluation questions prepared for individual teachers participating in the Teacher Awareness Program. Questions for discussion concern ABE students, and relate to their statistical and educational characteristics and their needs and problems; also covered are the direction of the program, instructional techniques, referral services, testing, and curriculum. A sample workshop evaluation form is included.

087. Dutton, Donnie and Glover, Billy. *Evaluation of Adult Basic Education Workshop in West Tennessee, December 14, 1968*. Jackson State Community College, Tennessee, January, 1969.

Evaluation was made of an inservice training session at Jackson State Community College, Tennessee, for Adult Basic Education teachers and supervisors in West Tennessee. Data were obtained from the 102 participants through the use of a questionnaire and the KROPP-Verner Attitude Scale. The null hypothesis was developed that there was no association between the value of the inservice training and the sex, age, length of experience in adult education, formal educational level, and position held in adult education of the participants. Data were analyzed by using the Chi-Square Test of Association; the .05 level was accepted as the level of confidence necessary. The null hypothesis was not rejected; in general, those participants who rated the training the highest were: males, less than 35 years of age, employed in adult education for more than two years, recipients of a Master's Degree, and employed as supervisors. There were no significant differences found in any of the variables examined; thus, the training appeared to be well received by the participants. (Extensive appendixes include the program, the evaluation instruments, statements from the participants, and a listing of faculty and participants.) ED 044 649

088. Eberle, Fred W. and Smith, Rex M. *West Virginia Research Coordinating Unit for Vocational Education, Final Report*. Huntington, West Virginia, September, 1969.

This report covers the period from May, 1967, when the Research Coordinating Unit was officially established, through August, 1969. Consultative activities concerned such matters as surveys to determine educational needs, an interagency Adult Basic Education and Skill Training project, graduate teacher education, and health occupations education. Information activities included the development and implementation of an information retrieval and dissemination system and provision of training sessions on the Educational Resources Information Center. Seventeen research projects initiated during the period studied such matters as attitudes toward vocational education, summer extended employment for home economics teachers, characteristics of undereducated adults, inservice needs of vocational educators, facilities utilization, criteria for establishing area schools, and curriculum in consumer education. Planning and development activities included a long-range follow-up study of Adult Basic Education students and institutes for Adult Education teachers, school administrators, and guidance counselors. ED 034 054

089. Educational Systems Corporation. *Evaluation of the 1968 ABE Teacher-Training Institutes*. Washington, D.C., July, 1969.

This report outlines the objectives, methodology, and outcomes of the 32 ABE Institutes funded by the Adult Basic Education Branch of the Office of Education. The Institutes represented a wide range of programs in four main categories: teacher, teacher-trainer, administrator, and counselor. Phase I of the evaluation consisted of three dimensions. The first was the collection of qualitative data by on-site visits to Institutes, during which consultants collected observational data on program operations, curriculum content and facilities. The consultant then submitted his observations in a written report to ESC for analysis. The second dimension involved the collection of discrete, qualitative data through the medium of a series of structured data collection instruments mailed to all State ABE Directors, Program Directors and a random sample of participants. Specific and selected information was elicited from individuals according to their role in the ABE Institute series. The third dimension of the design was a complete statistical and multi-variate analysis of the data using a computer treatment. The report emanating from this data was a preliminary one indicating findings of the statistical treatment of the data and was followed in Phase II by a more complete report with a rating of each Institute according to selected performance criteria.

090. Ellison, Mary, ed. *Area Manpower Instructor Development Site, "AMIDS" Annual Report, 1968-69*. Division of Vocational Education, University of California, Los Angeles and Division of Manpower Development and Training, U.S. Office of Education (HEW), Washington, D.C., 1969.

The Area Manpower Instructor Development Site program was initiated to establish, on an experimental national basis, training centers for Manpower instructors, supervisors and administrators. The purpose was to enhance their understanding of and sensitivity to the characteristics, problems, and needs of the disadvantaged, including minorities, low-income workers, deprived youth, and those displaced from the labor market. Another goal was the development of techniques useful in teaching trainees with very diverse cultural backgrounds. This report documents the establishment of the programs, beginning with the advisory personnel, consultant staff and the areas serviced by specific individuals. It includes suggestions made for further improvement, problems encountered, techniques which evolved from analysis of how the disadvantaged learn, and an evaluation of student progress. The "AMIDS" program also provides an opportunity for the Manpower instructors to share their own special interests, discuss problems, and profit from experiences in other Manpower programs, thus placing the role of their own particular training centers in proper perspective.

091. ERIC Clearinghouse on Adult Education. *Abstracts of Papers Presented to the National Seminar on Adult Education Research*, Toronto, February 9-11, 1969. Syracuse University, Syracuse, New York, July, 1969.

Abstracts are presented of 34 papers on adult education research. They cover adult dropouts, age differences in learning, older adults, motivation and orientations of adults; interpersonal relationships; adult educators, change agents, and leaders in cooperative extension; teacher training and multimedia instruction; diffusion of innovation, adoption, and attitude change; professional continuing education of the clergy; retirement education; equivalency tests for adults; curiosity; research utilization; and two historical reviews — of adult education in the Confederacy and of Lyceums. Basic information sources, current information sources, literature reviews, and other publications of the ERIC Clearinghouse on Adult Education are also listed. ED 030 003

092. Florida State University, Department of Adult Education. *Southeastern Institute for Teacher Training in Adult Basic Education*. Tallahassee, Florida, 1969.

Based on a systems approach, this project was undertaken to design and implement a practical, intensive three-week program for improving teacher competence in adult basic education (ABE) throughout Alabama, Florida, Georgia, Mississippi, South Carolina, and Tennessee. Over 70 teacher trainers and master teachers pursued the study of ABE theory and principles to equip themselves for preservice and inservice education of classroom teachers and teacher aides at state and local community levels. Methods used during the residential institute and followup workshops included problem solving groups, lectures, panels, role playing, buzz sessions, classroom simulation, resource specialists, together with such audiovisual aids as overhead projection, video and audio tapes, printed materials, learning laboratories, and 16 millimeter kinescopes. Followup assistance and outreach programs eventually reached over 1,000 rank and file ABE teachers in the field. Related findings revealed high ABE teacher turnover as well as needs pertaining to ABE staff and professional development, financial support, and research. ED 035 862

093. General Electric Company. *Analysis of Seven Special Projects in Adult Basic Education. Final Report.* Washington, D.C., November, 1969.

This report summarizes innovations being developed in seven Special Adult Basic Education (ABE) Projects: The Washington, D.C. ABE Demonstration Center; Opportunities Industrialization Center (pupil recruitment and Adult Armchair Education projects) in Philadelphia; Laborers' International Union participation in ABE in Columbus, Ohio; Southwestern Cooperative Educational Laboratory televised English instruction in New Mexico for functionally illiterate, transient Mexican Americans; training in adult guidance and counseling by the University of Texas; job related ABE learning centers in Arkansas; and the Morehead State University (Kentucky) ABE Demonstration Project for the 13 state Appalachia region. Project elements of national significance are identified, and the project settings are described to enable potential users to judge whether they can use paraprofessionals, computer assisted instruction, or other specific innovations. A framework for project review is offered, followed by conclusions and recommendations on classification, project initiation, supervision, information dissemination, implementation of innovations, reporting, and evaluation. ED 040 372

094. Harvey, Gina P. *English as a Second Language on the Navajo Reservation: A Teacher-Training Program.* Navajo Area Education Office, Window Rock, Arizona, 1969.

This report discusses the efforts of the Navajo Area Education Office to develop a long-range program of continuous in-service training in teaching English as a Second Language for instructional staffs in classes with multi-ethnic backgrounds. Implemented by Colorado State University, the program serves as a model for off-campus, in-service training in the Four Corners Area of Colorado, Utah, New Mexico, and Arizona. The course may be taken for graduate resident credit toward the Master's degree.

095. Hayes, Ann P. *New Dimensions in Adult Basic Education: Research and Demonstration in Adult Basic Education.* 1969.

A literature review of research and demonstration findings by the Adult Basic Education (ABE) practitioner, considers some of the current dominant issues in research and development in Adult Basic Education; presents findings in the areas of adult intelligence, adult learning, methods for undereducated adults, recruitment, correctional populations, follow-up studies, second generation influences, and achievement in traditional ABE classrooms as opposed to learning centers; refers to studies in progress; and makes some research and research-related recommendations. ED 035 847

096. Heffernan-Cabrera, Patricia. *A Handbook for Teachers of English to Non-English Speaking Adults.* Center for Applied Linguistics, Washington, D.C. October, 1969.

In this practical handbook for teachers of English to adult speakers of other languages, the author stresses the ESL teacher's need to know about various teaching methods and techniques and how to evaluate materials in order to be able to select and develop a style of teaching compatible with the expectations and needs of his/her students. Such topics as second language learning, variation in teachers and students of English as a second language, ESL methodology and materials, and evaluation of ESL materials, students, and teachers are discussed and detailed suggestions are presented for the classroom teacher. A selected bibliography of ESL materials, prepared by the author for the Bureau of Adult Education of the California State Department of Education is appended. ED 033 335

097. Jahns, Irwin R. *Teacher-Student Relationships: A Report of Adult Basic Education Research Conducted at the Florida State University*. Department of Adult Education, Florida State University, Tallahassee, 1969. (Paper prepared for the Workshop to Increase and Improve University Teacher Training Programs in Adult Basic Education, Chicago, March, 1969.)

Study of research on adult basic education (ABE) conducted at Florida State University reveals an array of concerns — psychological, sociological, institutional, procedural, administrative, developmental, organizational, curricular, etc. Research has been largely a student-oriented phenomenon resulting in theses; this concern for ABE is a fairly recent phenomenon. Studies have been primarily 1) descriptive in nature; 2) oriented toward the outcomes of ABE instruction; and 3) concerned with some aspect of the educational process. Three descriptive studies were concerned with an urban student population involved in ABE and with two farm workers programs. Thirteen studies reported on some educational consequence accruing from the ABE programs; six reported grade level gain as measured by standardized tests and five reported on dropout rates and retention. Six process studies have been completed; seven are in various stages of completion. The completed studies explored a variety of areas — teacher behavior, teacher attributes, instructional materials and techniques, structural attributes of the instructional setting, and basic learning processes of adults. ED 041 197

098. Jensen, Glenn S. *A Report on the 1968 Adult Basic Education Institute for Administrators in Region VIII*. Department of Adult Education and Instructional Services, University of Wyoming, Laramie, March, 1969.

The two week Adult Basic Education (ABE) Institute sought to improve leadership competencies of administrators by providing learning experiences that would help them to: (1) plan, organize and conduct ABE programs; (2) acquire understandings and insights into problems of ABE participants; (3) plan and conduct teacher training institutes; and (4) evaluate ABE programs. Materials sent to participants prior to the Institute provided background information and requested each to describe innovative techniques and problems he had encountered, to be used in the sessions. A manual of administrative and human relations concepts was also prepared as a reference and guide to group discussions. Sessions included: characteristics of ABE participants, adult learning, teacher recruitment, curriculum development, funding, interpersonal relations, guidance and counseling, and public relations. The Institute evaluation was comprised of an open-ended questionnaire at the end of the first week to measure general attitudes toward the learning experience and the general format of the program; and a mailed questionnaire six months following the Institute to measure change of behavior. It was generally concluded that some success had been achieved in meeting Institute objectives. The appendices include the Institute schedule, participant recommendations and evaluation instruments. ED 061 469

099. Johnson, Raymond L. and others. *Measuring the Educational Relevance of a Short-Term Training Program for Teachers*. (Paper presented at the National Seminar on Adult Education Research, Toronto, Canada, February 9-11, 1969).

A multiple time series design was used to test the effectiveness of short-term workshops in bringing about changes in teacher attitudes and opinions, using a group of housewives recruited to teach basic reading to adults. An attitude and opinion survey questionnaire comprised of true-false items was given on three occasions, to all participants of a nine-hour workshop. All the participants answered the questionnaires at the beginning of the workshop, but only the members of the experimental group answered them the second time after teaching a class. Sixteen of the 100 items for the experimental group and fourteen for the control group showed significant shifts in responses between times one and two, and virtually all the changes induced in the controls persisted at time three. However, the effects of the workshop were almost totally erased by the experiences in the classroom. (An appendix with an outline of the procedure is included). ED 025 723

100. Luce, Terrence S. *Suggested Guidelines for Using Paraprofessionals*. Adult Basic Education, University of Tulsa, Oklahoma, 1969.

This series of guidelines in the use and selection of paraprofessionals as supplementary personnel in ABE programs, developed at a summer teacher-training institute sponsored by the University of Tulsa, lists the rationale for their employment, a working definition of "paraprofessional," job descriptions within the program for which they can be trained, background and training needed, and suggested ways of training, motivating, and paying them for their services. Stress is placed on the paraprofessional's ability to relate to all groups of people within the community and to identify with their needs and aspirations.

101. McQuesten, Isabella and Miller, Melvin. *Development of a Graduate Teacher Program in Adult Education at Oregon State University*. Division of Vocational Adult and Community College Education, Oregon State University, Corvallis, January, 1969.

This is a progress report on the development of a graduate teacher education program for adult education at Oregon State University (Corvallis), which briefly sets forth the procedures by which the feasibility of establishing such a program were explored, the problems encountered, and the provisional results.

102. Mangano, Joseph A., ed. *Strategies for Adult Basic Education: Perspectives in Reading, II*. International Reading Association, Newark, Delaware, 1969.

Strategies and materials for reading instruction in adult basic education are covered, together with psychological and sociological characteristics of undereducated adults. Demonstration centers, curriculum materials programs, and related efforts are described. Such innovations as basal series for sequential reading skill development, programmed materials, and television workbook programs are evaluated, with special attention to principles of computer-assisted instruction program preparation and the limitations and potential values of the method. Job Corps reading and basic education program elements, including counseling and guidance services, student selection and placement, staffing, teacher training, physical development and recreation, and special cooperative projects, are outlined; program procedures and outcomes are tentatively assessed. Also considered are the accomplishments and performance goals of the Urban Adult Education Institute, Detroit, in preparing teachers and training disadvantaged adults; experiences and insights on individualizing instruction; teacher characteristics and limitations; and the emerging professional role of adult basic education teachers. ED 034 914

103. Marshall, Lois E. and Dick, Florence L., eds. *Adult Basic Education Administrators' Institute*. Montclair State College, Upper Montclair, New Jersey, 1969.

The 1969 Adult Basic Education Administrators' Institute, held at Montclair State College, was designed as a pilot national institute to bring together not only ABE administrators from Region II of the U.S. Office of Health, Education and Welfare, but administrators and supervisors from outside the region, including the Commonwealth of Puerto Rico. The general theme was Planning—Programming—Budgeting System (PPBS). This report from the conference consists of excerpts from a series of addresses given on newer developments in Adult Basic Education, including: the scope and future of adult basic education, the psychology of the adult learner, techniques for discerning the needs of adults, the systems approach in education, instruction, supervision, adult basic education job description models, teacher training, copyright laws, the function of the Regional Office of the U.S. Department of Health, Education and Welfare, and adult basic education in Puerto Rico. ED 039 495

104. Martin, Margaret R. *The Researcher's Role in the Diffusion of An Innovation: A Comparative Study*. (Paper presented at the National Seminar for Adult Education Research, Toronto, Ontario, Canada, February 9-11, 1969.)

This study used a diffusion model in an attempt to understand the role of the researcher in the evaluation of an educational innovation in school setting. The learning laboratory for Adult Basic Education at the Rochambeau School in White Plains, and the Brevort Community Center in Bedford-Stuyvesant, Brooklyn, were studied. Both programs used a multimedia basic education system developed by a commercial firm. Agencies and teachers in the two projects appeared to perceive the research coordinator as being, in addition to a professional in research design and methodology, a communicator in the program planning and teacher training phases, rather than a change agent. Although knowledge level and other factors might contribute to differences in content and objectives, the researcher was expected to transmit efficiently both research and non-research information. Teacher training and experience also seemed to affect communication and the adoption of innovation. ED 025 733

105. Mattran, Kenneth, J. *Adult English as a Second Language Program in Chicago*. (Paper given at the Third Annual TESOL Convention, Chicago, Illinois, March 7, 1969).

If only ten percent of the total estimated non-English-speaking potential of the Chicago area were actually non-functional in English, there would be some 40,000 people in need of English language training. In investigating, to what degree this obvious need is being met, the writer was surprised to discover that some, including teachers, question the need for classes at all — "Can't people learn the language through experience with media and/or public contact?" The immigrant, he points out, unlike an American residing temporarily abroad, needs to survive in a culture that is articulated by the English language. That society must provide instruction for newcomers in the language of the people as part of the total educational scheme. The largest program for adult learners of English as a second language in the Chicago area is run by the Americanization Division of the Bureau of Education: Extension of the Chicago Board of Education. More than 10,000 persons attend classes in some 400 centers in schools, churches, neighborhood houses, settlement houses, libraries, and 32 industrial firms. The writer discusses the "superb" overall organization of the program, and offers suggestions for overcoming the weaknesses in the areas of methodology, curriculum structure and development (including specific English objectives), and teacher qualification and training. ED 030 849

106. Missouri State Department of Education. *Adult Basic Education Workshop: Administrative Manual*. Jefferson City, Missouri, 1969.

An Adult Basic Education manual prepared for use in Missouri; contains regulations, bulletins, and forms used in the state program. It includes information on teacher qualifications, personnel classification, selection and preparation of teachers, budgets and expenditures, instructional materials and equipment, and program administration. There are several bulletins from the director of the program and various forms used. ED 034 154

107. National Advisory Committee on Adult Basic Education. *Adult Basic Education: Second Annual Report (to the President of the United States)*. Washington, D.C., August, 1969.

This report of the President's National Advisory Committee on Adult Basic Education describes the current federal Adult Basic Education program, and summarizes a study of selected federal programs with Adult Basic Education components. The report also contains eight recommendations which the committee believes are essential to the further development of more than twenty million adults across the United States. Among these are the following: 1) federal responsibility for education of adults be centered in the Office of Education; 2) present regulations governing state program operations be amended to provide for an annual work plan setting forth the population to be served, the procedures for developing state teacher-training capability, priorities for experimental and demonstration projects, and the relationship of the work plan to the total educational program of the state; and 3) that \$300 million per year for the fiscal years 1971-75 be appropriated for Adult Basic Education. Appendices include distribution of enrollment in national teacher-training programs, description of special experimental demonstration projects, and the federal programs surveyed with Adult Basic Education components. ED 045 872

108. Nave, Wallace K. *Adult Basic Education Teacher Trainers: Their Characteristics, Attitudes and Values*. School of Education, North Carolina State University at Raleigh, June, 1969.

The relationships between selected personnel and situational characteristics of Adult Basic Education teacher trainers and their attitudes toward Adult Basic Education (ABE) programs during a three-week period of intensive training were examined. Inherent within this examination was the evaluation of the effectiveness of the training period toward producing desirable and/or favorable changes in participants' knowledge and understanding of ABE and attitudes toward the ABE program. The following were selected as the independent variables for this research: age, sex, race, educational achievement, ABE experience, and place of residence. Data was collected on these variables. The topics basic to the overall theoretical perspective employed here are presented in the following order: reference groups, attitudes, values, characteristics, review of related research, and hypotheses. The major statistical techniques employed in the analysis of data included analysis of variance, McNemar's test for significant changes, correlation, and chi-square. Although it was concluded that the subjects' attitudes became more favorable toward the ABE program during their participation in training, the extent to which the content of the training, rather than outside factors, influenced the change was not determinable from available evidence. ED 051 457

109. Neufeld, William. "Putting Research to Work." U.S. Office of Education, Region III, Philadelphia, Pennsylvania, February, 1969. (mimeographed)

Attempts to utilize research findings by applying them to the adult education program. Basic assumptions in regard to research in adult education and anticipated end products of adult education are listed. Neufeld recommends the establishment of a task force of top consultants plus a working committee for this adult education project. Conferences of faculty teams from each university center are recommended and planned, plus short courses for training personnel. Recruitment of necessary personnel is discussed, plus descriptions of specialists needed. Emphasis on the importance of a team approach to research.

110. New Jersey State Department of Education and Camden Adult Basic Education Learning Center. *ABE Learning Center Guidelines*. Camden, New Jersey, 1969.

The primary purpose of the ABE learning Center is to provide services to adults in the Camden area who are in need of basic education. Guidelines for operating the Learning Center are presented in the following chapters: the administrator of a learning center; the counseling office; the learning laboratory; the learning center instruction; pre-service and in-service training; supplementary services; recruitment; operational procedures; and bulletins. ED 051 501

111. Ohio State Department of Education. *Ohio Seminar for Administrators of Adult Basic Education*. Columbus, Ohio, 1969.

The 1967 seminar for adult basic education program administrators was designed to identify problem areas and to consider some of the solutions. Major topics were the social and psychological characteristics of underprivileged adult learners, program administration and management, inservice teacher training, current issues in adult basic education, and the recruitment and retention of adult students. Guidelines were also offered for evaluating programs and reading materials. ED 035 800

112. Ohliger, John, ed. *Project to Train Teachers in Adult Education Curriculum Development (July 21-August 8, 1969). Final Report*. Center for Adult Education, Ohio State University, Columbus, 1969.

This Ohio State University workshop had as its aims increased understanding of and skill in adult basic education curriculum development; ability to conduct in-service curriculum development training for other teachers; fuller knowledge of adult learner characteristics; ability to evaluate published curriculum materials; exploration of both traditional and innovative teaching methods; and an understanding of how liberal adult education can be applied to this field. Participants were grouped by geographical location, background and experience, reasons for enrolling in the workshop, and present or anticipated position in adult basic education. Activities consisted of lectures, reaction and discussion, development of learning objectives for learning groups, individual and group projects, field trips, and continuous written and oral evaluation within groups. Participant reactions, in terms of general and specific knowledge gained, were largely favorable. ED 061 472

113. Oliver, Leonard P. *"Trainers of Trainers' Workshops" in Adult Basic Education and Subsequent Grant Activity*. Center of Adult Education, University of Maryland, College Park, April, 1969.

Workshops were conducted in 1965 at the Universities of New Mexico, Maryland, and Washington for 150 educators responsible for preparing trainers of adult basic education teachers. Immediate program evaluation and followup evaluation were done; the University of Maryland followup surveyed not only workshop participants, but also trainers and teachers taught by them. The workshops led to the publication (1966) of a guide for teacher trainers and to the creation (1967) of a national clearinghouse on public school adult education. Areas of need were highlighted in information and coordination, teacher training, curriculum development, funding, publicity, student evaluation, and counseling. Recommendations called for a national service bureau in adult basic education, regional demonstration centers, a national teacher training institute, demonstration projects in industry, and a demonstration project to train dropouts and unemployed youth as teacher aides. ED 029 223

114. Palmer, Robert and others. *Leadership Skills in Adult Basic Education: A Resource Document and Workshop Report*. Department of Adult Education, Florida State University, Tallahassee, 1969.

Based on the Southeastern Institute for Teacher Trainers in Adult Basic Education (Tallahassee, Florida, July 8-26, 1968). Selected Institute addresses, group reports, and other material useful for teaching or administering public programs in Adult Basic Education (ABE) are included in this report. Address topics include: Adult Basic Education; the role of the ABE teacher; group methods for teaching in ABE; training teachers for teaching writing skills in Adult Basic Education; and the diagnostic approach to teaching adults. Group reports include discussion of: development of self concept through prevocational training; individualized instruction; family life; parent-child relationships; consumer education; ABE for the community with emphasis on public relations; motivation; recruitment; and using community resources. The appendices contain an Institute evaluation, questionnaires, bibliography, sources of instructional materials, and Institute participants. ED 028 333

115. Peck, Jan. *Summer Institute for Instructional Television and Adult Basic Education, July 6-25, 1969*. Center of Adult Education, University of Maryland, College Park, 1969.

The purpose of this three-week summer institute for adult educators and TV specialists was to train a new type of "media specialist" — to create an adult basic education teacher skilled in techniques of instructional television, and to make TV technicians aware of curriculum needs that might be met through the proper use of television programming. The first week was devoted to orientation and discussion of the special problems of the disadvantaged adult in both urban and rural areas. An evaluation was made of existing programs throughout the nation. The second and third weeks were spent organizing "teams" which produced video-taped programs suitable for the audiences they were trying to reach. Emphasis was on development of education beyond "in-school" confines and on broadening interests of disadvantaged adults horizontally.

116. (The) Proteus Adult Education Research and Development Team. *In-Service Training Model for TESOL/ABE Teachers and Teacher-Aides, Volume II*. Visalia, California, 1969.

This document contains discussion of each of the 10 objectives of the inservice program to prepare teachers and aides for the TESOL/ABE (Teaching English as a Second Language/Adult Basic Education) class. The objectives are to instruct participants in (1) the component parts of an ABE/TESOL class; (2) construction and design of visual aides such as chalkboard, flashcards, pictures, slides, filmstrips, opaque projectors, overlays, motion pictures, bulletin boards, and television; (3) the use and operation of video tape records, tape recorder, 16MM film projector, filmstrip projector, language master, and overhead projector; (4) the development and writing of behavioral objectives; (5) researching the community to provide learning experiences for the learner; and (6) developing TESOL units related to the community. Teacher and aide (7) will be involved in discussions on their respective roles and how they relate to each other in order to work as a team; (8) will go through a number of published TESOL textbooks for the purpose of exposing them to different approaches and formats in teaching TESOL; and (9) will be provided with a vehicle by which they will be able to self-evaluate their performance in the classroom. (10) Teachers will be instructed on classroom strategies (large group, small group, and independent study). An essay "UHF and Microwaves in Transmitting Language Skills" by Earl W. Stevick, is included as well as sample TESOL units (on car insurance) and a 52-item bibliography including 15 references on Mexican Americans. ED 045 571 (Not available in hardcopy due to marginal legibility of original document).

117. (The) Proteus Adult Education Research and Development Team. *Pre-Service Training Model for TESOL/ABE Teachers and Teacher-Aides, Volume I*. Visalia, California, 1969.

Developed by the Proteus Adult Education Team of Visalia, Calif., this preservice training model, the result of a project for teachers and teacher-aides of Mexican American adult students, recommends a structure of 30 hours intensive training conducted over a period of 2 weeks (to be followed by weekly 2½ hour in-service sessions). This booklet contains materials and suggestions for the four preservice training objectives: (1) to give the participants an understanding of their motivation in wanting to work in an ABE/TESOL program (Adult Basic Education/Teaching English to Speakers of Other Languages); (2) to give them a thorough understanding of the psychology of the adult learner; (3) to give them a first-hand experience of the difficulties involved in learning another language; and (4) to instruct the teacher in TESOL techniques and methodology. Under objective 1 are questions suggested for use in small group discussions. Under objective 2 are an outline on factors to be considered in training adults, plus questions and suggestions for micro-lab and role play techniques. The remaining 73 pages, for objective 4, cover initial theory orientation and practical demonstration lessons based on these concepts of the TESOL class: sound drills, pattern practice, vocabulary development, controlled conversation, reading, writing, and testing, warm ups, games, etc. Suggested readings and speakers also included. (Not available in hardcover due to marginal legibility of original document.) ED 045 570

118. Pumerantz, Philip. *Institute in Administration for Local Directors of Adult Basic Education. Final Report*. University of Bridgeport, Connecticut, August, 1969.

This institute was designed to fill the gap between the need for change and the barriers that frustrate change, by focusing on the leadership development of local ABE directors through an administrative training program. This report outlines the objectives of the project, the methodology employed, and the outcomes. A significant outcome of the institute was the request that the University of Bridgeport create an adult education program that could respond to the national, state, and local needs to prepare well-qualified personnel for this area. In conjunction with this request, it was proposed that the College of Education of the University add to its graduate program a program of studies in adult and continuing education. Appendixes to the report present a brochure, a list of participants, pre-institute materials, staff and consultants, selected consultant presentations, sample student projects, workshop groups, groups responsible for introducing guest speakers, banquet invitation and certificate, preplanning materials for evaluation reunion, follow-up evaluation reunion questionnaire results, final report of one-day evaluation reunion, and excerpts from a proposal for a graduate program in adult education at the University of Bridgeport. ED 061 478

119. Rose, Harold, comp. *Appalachian Adult Basic Education Teacher-Training Workshop, July 28-August 15, 1969*. Appalachian Adult Basic Education Demonstration Center, Morehead State University, Morehead, Kentucky, 1969.

Devoted largely to instruction illustrating the unique problems and culture of undereducated adults in Appalachia, this regional workshop at Morehead State University was an effort to increase the adult basic education (ABE) skills and competence of 111 participants who had some ABE teaching experience or were committed to teaching upon returning home. Participants were divided into twelve learning groups, each with a leader and a recorder chosen by its members. Presentations by numerous resource persons, group reactions and discussions, and the formation of group projects comprised the major activities. Three subject areas — characteristics of disadvantaged adults, ABE methods and techniques, community resources — were stressed. Written survey responses and individual conferences were used to obtain evaluations of the presentations (largely rated as good) and of various program services and facilities (generally good to excellent). Participants' attitude change scores six months after the workshop were higher than pretest scores, but lower than scores on the last day of the workshop. Other followup data indicated that the ABE teachers were using organizations and assorted resource persons more fully than before.

120. San Fernando Valley State College. *Summer Sign Institute: A Report of the Institute for the Preparation of Teachers of Manual Communication and Structuring Programs for the Deaf in Adult Education*. Northridge, California, 1969.

This report of the Summer Sign Institute (June 30-August 8, 1969) includes the general program of the Institute, the abstracts of the project lesson plans, which center around the teaching of sign language, speeches and demonstrations given by invited speakers during the program, and individual reports delivered by students at the Institute. A bibliography of books and booklets is appended.

121. Santa Fe Public Schools. *Santa Fe Public Schools' Adult Basic Education Program for Training Teams of Para-Professionals to Teach Inmates of the Penitentiary of New Mexico*. Santa Fe, New Mexico, 1969. (proposal)

A program beginning August 11, 1969, and extending to January 16, 1970, aims to train thirty (30), two-man teams of para-professional teachers and para-professional teachers' aides who will teach approximately 500 men. These men, inmates of the penitentiary of New Mexico, will be enrolled in elementary, secondary, and vocational classes, according to their individual needs. In background they are of Anglo, Hispanic, Indian, and Negro cultures, and the majority are economically disadvantaged, indigent, and culturally deprived. The para-professional training program will include a short pre-orientation conference preparation and pre-semester orientation conference preparation as an introduction to the laboratory-seminar of problems in classroom management. Schools and the penitentiary will share major responsibility for the program; the Santa Fe Public Schools plan to sub-contract to an appropriate teacher training institution for the professional aspects. Originators of the project conceive its value and uniqueness as two-fold: 1) to help eliminate the shortage of qualified teachers in the U.S. by eventually placing the para-professionals trained as a part of this project in public schools, and 2) to provide a comprehensive and accredited public school educational program to an entire school of heretofore deprived men at very little cost to the State of New Mexico.

122. Seaman, Don F. and Kohler, Emmett T. *Adult Basic Education in Mississippi: An Evaluation*. Mississippi State Department of Education and Mississippi State University, Bureau of Educational Research, Jackson, June, 1969.

This two-volume report describes a large-scale evaluation of the Adult Basic Education (ABE) program in Mississippi, begun under Title II-B of the Economic Opportunity Act of 1964. In 1968-69 the ABE program enrollment was 22,000 although the target population was 440,000. When the Mississippi State Department of Education was first authorized to conduct ABE programs under the Adult Education Act of 1966, first priority was given to adults functioning at 5th grade level or below. One of the severest deterrents to effective evaluation of the program, however, has been the failure to specify operational objectives. It is recommended that a coordinated effort between state and local ABE personnel be directed toward developing a set of behavioral objectives for the various levels of instruction. The State Coordinator asserts that the most serious problems confronting the program are lack of adult education courses available in the state, lack of modern teaching methods and equipment, need for more teacher training, lack of state funds to match federal funds, inadequate number of professionals on the state staff, and geographical areas within the state which are in noncompliance with the Civil Rights Act. ED 033 271

123. Seaman, Don F. and others. *Behavioral Skills for Adult Basic Education: A Resource Document and Institute Report*. Mississippi State University, State College, Mississippi, November, 1969.

A report on the Adult Basic Education Teacher-Training Institute held at Mississippi State University, July 21-August 8, 1969, contains edited presentations of several of the instructional consultants, the final reports of the four work-study groups, and the results of an extensive evaluation of the Institute. Areas covered were: the disadvantaged adult, the adult learner, utilizing andragogy methods to meet adult needs, sociology of the undereducated adult, implications for program development in Adult Basic Education (ABE), teaching reading, selecting materials, and guidance and counseling in ABE. Work-study groups report on family living, language arts, mathematics and reading. Included also are the biographical knowledge gained in small group discussion, and evidence of participant satisfaction with the training unit. The program was generally well received by the participants and met staff expectations on all dimensions. It was recommended that several participants be chosen at random to make an additional evaluation of the program and that, if the initial success of the training unit should be confirmed, such training should be offered on a systematic basis. ED 034 143

124. Southwestern Cooperative Educational Laboratory. *Proceedings of the Conference on the Use and Role of Teacher Aides, February 10-11, 1969*. Albuquerque, New Mexico, June, 1969.

The document contains 21 addresses, case studies, and other conference presentations, most of them by representatives of the State Departments of Education and State Universities in New Mexico, Oklahoma, Arizona, Colorado, Arkansas, and Texas: "Measuring Educational Progress"; "Teacher Aides — Who Needs 'Em?"; "Training of Auxiliaries and Professionals Together for Effective Team Functioning"; "The New Careers Movement — Challenge to Education"; "Arkansas' Aide-Teacher Inservice Training Approach"; "Suggested Guidelines for Supplementary Educational Personnel with Emphasis on the Relationship of Teacher and Aides in Adult Basic Education"; "Guadalupe on the Move"; "Training of Teacher Aides to Suit the Needs of Schools"; "Programmed Tutoring with Teacher Aides"; "Preparing Trainers of Teacher Aides"; "The Use of Counselor Aides for Urban Areas or Inner-City Schools — From the Pilot Projects of the Roosevelt School, Phoenix"; "The Use of Volunteers in School Districts"; "The Use of Aides in Navajo Area Schools"; "Media Center Aides in Support of Instruction, Oklahoma City Public Schools"; "Attracting and Qualifying Personnel to Meet Critical Manpower Needs in Colorado"; "Teacher Aides in Action"; "The 30-hour Program on the Training Session for Teacher Aides Conducted by the University of Arkansas"; "Training of Indian-Speaking Aides for the Head Start Program"; "Teacher Aide Training at a Local Level". ED 031 436

125. State University of New York at Albany. *Adult Basic Education Teacher-Training Institute*. Albany, New York, 1969.

The Teacher-Training Institute for ABE, Region II, held at State University of New York at Albany was uniquely planned as a series of systems, each designed to develop expertise of the instructional staff to serve specific segments of the disadvantaged population. The development of a three-track training program provided indepth experiences which enabled the participants to become effective instructors in the ABE program. The three tracks were: 1) Serving experienced teachers of ABE students who are either native born adults or who have an oral facility with English that they can adapt to an intensive language arts development program; 2) Serving teachers who have had limited or no experience in ABE; 3) Serving teachers who work with non-English speaking adults. This document describes the formulation of these track systems and their implementation in the ABE programs. It further provides detailed analysis of the teacher-training and the effect of the programs.

126. Texas Education Agency. *Directing the Adult Basic Education Program*. Austin, Texas, 1969.

This is a guide which will provide basic information for a local director in supervising an adult basic education program. The guide was written during a week-long workshop attended by forty-seven local directors and Texas Education Agency staff members. Some areas covered are: community communications, selection and training of teachers, testing curriculum planning and coordination with other agencies.

127. Texas Education Agency. *Planning for Personnel Development in Adult Basic Education*. Austin, 1969.

Guidelines in developing local training programs on a pre-service and in-service basis for more effective use of personnel in ABE programs are presented in this pamphlet. A bibliography of professional materials is included.

128. Texas Education Agency, Division of Adult & Continuing Education. *Selection and Effective Use of Paraprofessionals in Adult Education*. Austin, 1969.

This is a compact outline covering utilization, recruitment, assignment and orientation of paraprofessionals into the adult basic education program to increase the effectiveness of the teacher in the classroom and relieve him/her of routine procedures. The importance of continuing on-the-job instruction and supervision is stressed, as is the need for effective patterns of cooperation to be established between the instructor and paraprofessional. Important do's and don'ts for teachers are listed.

129. Ulmer, Curtis. *Teaching the Disadvantaged Adult*. National Association for Public School Adult Education. Washington, D.C., 1969.

This set of instructional guidelines for adult basic education stresses understanding of the characteristics and problems of disadvantaged adults; developing basic communication skills (listening, speaking, writing); selection of instructional materials and equipment; effective classroom techniques for arithmetic and reading instruction; and an adult-centered approach to testing and counseling. Government agencies and other sources of community assistance are suggested as aids to adult basic education teachers in meeting instructional and related needs. Administrative and financial arrangements under Title III of the amended Elementary and Secondary Education Act are outlined. The document concludes by citing evidence of the favorable impact of adult basic education on the disadvantaged. A selected bibliography is also included. ED 030 045

130. U.S. Office of Education. *The Education Professions: A Report on the People Who Serve Our Schools and Colleges-1968*. Department of Health, Education and Welfare, Washington, D.C., June, 1969.

The first annual assessment of the educational professions prepared by the U.S. Office of Education begins with a brief survey of the situation and continues with a detailed consideration under three main headings: 1) elementary and secondary education personnel, with chapters on supply and demand; the preparation, recruitment, retention, and utilization of the teacher; teacher aides; problems of low-income families; recently desegregated schools; the handicapped; early childhood education; private schools; administration; and support personnel; 2) vocational and adult education, with chapters on the supply and demand and training of vocational and technical education personnel, and the staffing of adult education programs; and 3) higher education personnel, with chapters on the supply and demand for personnel, the preparation and utilization of the college teacher, the two-year college, developing institutions, and support services. Each section concludes with a chapter on the federal contribution and involvement. Two appendices provide selected statistics on educational personnel and descriptive and statistical information on federal programs which train educational personnel. ED 040 132

131. U.S. Office of Education, Bureau of Adult, Vocational and Library Programs, Adult Basic Education Branch. *The Total Federal Effort in Adult Basic Education*. Department of Health, Education and Welfare, Washington, D.C., 1969.

This is a summary of ABE programs federally funded under Title III and, in most cases, through state departments of education in 1969. A total of 33 programs and 40 million dollars was involved. Teacher-training funding of \$2 million by the United States Office of Education represented 75% of all funds spent at the federal level on ABE teacher-training.

132. U.S. Office of Education, National Center for Educational Statistics. *Adult Basic Education Program Statistics: Students and Staff Data, July 1, 1967-June 30, 1968*. U.S. Department of Health, Education and Welfare, Washington, D.C., June, 1969.

A compilation of statistical tables on adult basic education in the United States includes data on the following, by region and state: total number of students; number of students by grade level; number of students completing programs; number of students by sex, ethnic group, race and age; selected hours membership statistics; hours of instruction required to complete programs; number of classes housed, by type of facility; student attendance; students separated from programs, by reason; staff, by occupational function; number of workshops and personnel in preservice or inservice training; number of programmed instruction classes; and selected financial statistics. ED 031 672

133. University of Colorado. *The Region VIII Adult Basic Education Project at the University of Colorado: Report of Summer Institutes in 1969*. Boulder, Colorado, 1969.

This detailed final report of the project in Region VIII covers the three summer institute programs conducted in 1969 for adult basic education personnel, including teacher-counselors, local administrators, and faculty members of teacher training institutions. The purpose of the project was to provide a vehicle through which the professional competencies of educators of adults could be advanced. Four specific areas of concentration include: 1) professional preparation of inexperienced ABE personnel; 2) design of a curriculum and specific courses for advanced professional preparation; 3) provision for coordination and management of these programs; and 4) provision for a variety of services in the form of resource and program development and consultation to states and through State Directors to local educational agencies and institutions of higher education. On the basis of this project, it is suggested that project funding to universities is a viable way to accomplish change in areas of education and social service. The syllabi for six courses at the graduate level in adult education were prepared, with an emphasis on the development of instructional programs for undereducated adults. A bibliography of Adult Education professional literature is included.

134. University of New Mexico. *Adult Basic Education Teacher Training Institute for the State of New Mexico*. College of Santa Fe Campus, 1969.

This regional teacher-training (August 4-15, 1969) was designed to increase the effectiveness of ABE in New Mexico by exposing ABE teachers to the most effective methods and techniques of instruction in context with multi-cultural problems of undereducated adults. During the first week, the institute was divided into two separate workshops, in which ESL teachers were exposed to a concentrated ESL program, while the general ABE teachers were exposed to methods, techniques, and curriculum development at basic, intermediate and advanced levels. General sessions of the combined groups were concerned with reading, social and cultural implications of ABE, and the use of audio-visuals. The second week concerned itself with guidance and counseling. The appendix includes: sample ESL lessons, speeches on Adult Education promotion and "The Possible Dream" of ABE problems and goals, and a unit demonstrating to participants the difficulty of learning to read a foreign language.

135. University of South Carolina. *Teacher-Trainer Institute, July 28-August 8*. Columbia, South Carolina, 1969.

This Institute for teacher-trainers was convened under the auspices of the Southern Regional Education Board, through cooperation between the South Carolina State Department of Education and the University of South Carolina. The theme of the two-week Institute was individualizing the approach to learning in adult basic education; the goal, to provide instruction and experience in the areas of individualized learning, small group discussion, large group presentations, evaluation, guidance and counseling, and program administration. The syllabus includes the following areas: philosophy and goals of ABE, the ABE student, the ABE teacher, the ABE curriculum, counseling and testing, methods and techniques, and teaching communication and computation skills.

136. University of Texas at Austin, Extension Teaching and Field Service Bureau. *ABE Teacher-Trainer and Teacher Training Institutes, Region VII: Final Report*. Austin, Texas, 1969.

This document is a report of the proceedings of a teacher training institute held at the University of Texas at Austin, June 9-27, 1969. Included are a statement of purpose, analysis of the staff, facilities, participants, and credit given for the workshop, and some final observations and recommendations, as well as day-to-day program summaries and participant evaluation data.

137. University of Texas at Austin. *Master Unit: Adult Basic Education In-Service Program for Teacher Awareness in Guidance and Counseling.*

A program for Adult Basic Education is presented. The general concepts underlying this program are that the teacher will review material covered in the preceding lessons and will be reminded of the overall purpose of the instructional package. Behavioral objectives of the program are: (1) The teacher will take the second diagnostic self-test for personal evaluation; and (2) The teacher will be able to list the more salient points covered in the preceding lessons. Factors which were considered in the conduct of this program include: (1) attendance is voluntary and determined by a practical motive; (2) the adult is an impatient learner; (3) the adult must acquire and retain a high degree of self-confidence and must have a feeling of success to a far greater degree than children; and (4) the adult has handicaps which he must overcome — physiological changes, psychological handicaps of prejudice, set patterns and habits, fatigue resulting from a full day's work prior to class. Materials used included six transparencies, one audio tape, and one diagnostic self-test. Activities included: (1) the teacher will view the transparencies and listen to the tape; and (2) the teacher will take and score the diagnostic self-test. The self-test will comprise the evaluation. ED 061 474

138. University of Texas at Austin. *Phase I Report: Office of Education (Region VII) Guidance and Counseling Project for Adult Basic Education.* Austin, Texas, February, 1969.

As indicated in the original project application to the United States Office of Education, this report seeks mainly to analyze and clarify the current state of adult basic educational guidance and counseling in the states of Texas, Arkansas, Louisiana, New Mexico, and Oklahoma. Statistics appear on 1) numbers of potential and actual students in the five states, male and female students, participation by age groups, and attrition; 2) full-time, part-time, and day and evening facilities, with classes per state, average numbers of classes per center, rural and urban centers, and class sizes; 3) full-time and part-time teachers, with age, sex, education, experience in adult basic education, and attrition rates; and 4) the outside agencies for individual states and throughout the region. Implications and state by state program summaries are presented, together with the original state reports. ED 031 638

139. Valencia, Atilano A. and Olivero, James L. *Innovative and Dynamic Instructional Approaches in Adult Basic Education.* Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, March, 1969.

This publication is a set of three articles on the teaching of undereducated adults: 1) Individualized Instruction Based on Performance Curriculum in Adult Basic Education, which emphasizes individual learning speeds; 2) Team Teaching — An Interacting System for Adult Basic Education, which emphasizes student participation in the learning process; and 3) Micro-Teaching — A New and Dynamic ABE Teacher Training Approach, which is the outline of an abbreviated teaching program. ED 061 471

140. Wright, Wynn D. and others. *A Learning Center Approach to Learning in Adult Basic Education.* (Workshop in Adult Basic Education Curriculum Development, Ohio State University, Columbus.) August, 1969.

This study is designed to give a brief, descriptive look at the learning center in Adult Basic Education. Some philosophical orientation, considered to be a reflection of the current thinking of many serious adult educators regarding their objectives in implementing a learning center literacy program, is included. The learning center for adult basic education incorporates team teaching, individualized instruction, and a wide variety of materials, including programmed hardware and software. It also includes experiences to acquaint the student with his cultural heritage, knowledge of his community, and ways in which he may help to shape his community life. Some of the broad objectives of the center are: (1) to advance each adult student as far as possible in the available time; (2) to enable students to gain skills and understandings commensurate with backgrounds in reading, communication, and other areas; and (3) to allow the students to develop an awareness of their needs and desires for continuing education. Testing and evaluation currently in use in learning centers differ in length, types and approaches. Auxiliary services include health services and child day care. A Bibliography is included. ED 057 311

141. Adamson, Harley K. *Methods and Materials in Adult Basic Education. Heuristics of Adult Education: Courses of Study for Professional Preparation of Educators of Adults.* June, 1970.

Materials intended to serve as the basis for a three semester hour course in Methods and Materials of Instruction in Adult Basic Education (ABE) are presented. The materials are designed for several instructional approaches. They may be used self-instructionally, either as independent units or as a collective group of units. When the units are used in a self-instructional mode, the instructor will serve largely to orient the students to the materials, monitor student progress, and evaluate the student's proficiency assessments. ED 060 401

142. Aker, George F. *Adult Basic Education Manpower.* Department of Adult Education, Florida State University, Tallahassee, 1970.

From this author's point of view, there is inadequate follow-up training by ABE teacher trainers; program development plans for employment of state-wide, regional and local teacher trainers, provision of technical assistance teams, and support of the efforts of colleges and universities to develop their capabilities in ABE training and development have not materialized; and the concepts of individualized instruction, adult education methodology, effective use of paraprofessionals, and team teaching are not being implemented. However, training and development efforts by ABE training institutes, United States Office of Education special projects, national professional associations in adult education, and some universities have resulted in the preparation of a small corps of professionals skilled in staff training, material development, program planning, research, and evaluation. There should be effective use of paraprofessionals, training of ABE personnel outside the framework of public school ABE, and coordination of training programs at all levels.

143. Aker, George F. and Powell, Toni. *Developing and Managing Adult Basic Education Programs.* Florida State University, Tallahassee, March, 1970.

This book is designed for executive directors in adult basic education. While primarily aimed at those new to the field, it also seeks to provide ideas to experienced directors and reinforce some of the skills and practices they have acquired. It opens with a description of the scope of the problem, noting the 20 million Americans who cannot effectively read or write (below eighth grade level of proficiency). It cites illiteracy as possibly the greatest socio-economic challenge of our time. As the ABE teacher has primary responsibility for planning, organizing, implementing, and evaluating classroom learning experience, the executive director has responsibility for planning, organizing and evaluating the overall project. His role within these categories is further defined as it related to the teaching role, research role, etc., and described in practical terms. Sections deal with means of 1) determining the needs of the target population and determining project goals, 2) translating goals and needs into specific objectives, 3) recruiting, selecting and training staff, 4) program promotion and student recruitment, 5) in-service training and staff development, 6) program implementation, 7) provision of instruction, 8) evaluation, and 9) program modification in accordance with evaluation results. The order given is generally considered the most workable order. All of these pieces must fit together to form a complete and successful program. A bibliography is included. ED 054 441

144. Aker, George F. and Schroeder, Wayne L., eds. *National Institute on Resource Development and Utilization in Adult Basic Education. Final Report.* Florida State University, Tallahassee, 1970.

This Institute was based upon the premise that existing efforts to eliminate illiteracy must be dramatically increased across the country and this increase in effort and activity could be substantially achieved with existing resources through the creative and dynamic efforts of the State Directors of Adult Education. Consequently, the Institute was designed to provide as many human and material resources as possible for use by the State Directors in analyzing the magnitude of their tasks, their individual and collective roles, and in developing imaginative "plans of action" to maximize the effective use of resources in Adult Basic Education. The participants in the Institute were involved in a variety of pre-conference planning activities prior to their involvement in a human relations-problem solving 2-week residential workshop. The major objectives of the workshop were to enhance the creative capabilities of the participants, to perfect their communication, perceptual and problem solving skills, and to put into action innovative ideas to help overcome certain problems which inhibit the impact and effectiveness of Adult Basic Education. ED 061 482

145. Arizona State University. *Adult Basic Education Reading Institute: Syllabus for Teacher Training.* Tempe, Arizona, 1970.

This syllabus of a six-week intensive training course given from June 8-July 10, 1970 is divided into five main parts: 1) Teaching English as a Second Language, 2) Teaching Reading to Adults, 3) Motivation and Retention of the Adult Learner, 4) Cultural Contributions of Minority Groups, and 5) Curriculum Development. The text includes materials, speeches, group sessions, and classes conducted at the workshop, as well as materials developed by small groups there. Emphasis is on understanding the undereducated adult and his needs and adapting course materials to fit special groups. Appended are bibliographies of selected adult education materials and about Mexican-Americans, and a short Spanish glossary.

146. Atwood, H. Mason. *A Report on the 267th Institute in Adult Education: An Institute in Adult Education for Teachers and Administrators of Adult Basic Education.* Bureau of Studies in Adult Education, Indiana University, Bloomington, 1970.

This account of a teacher-training institute held in February and March, 1970, includes outlines of the structure of the two-weekend workshop, participation training and program planning discussion, concepts to implement the education of adults developed by participants, evaluation of the institute by participants, and personnel information. This was the 267th institute in adult education conducted by the Bureau of Studies in Adult Education.

147. Bailey, C. J., Rose, Harold, and Hayes, Ann. *Appalachian Adult Basic Education Teacher-Trainer Reading Workshop, June 15-July 3, 1970: Final Report.* Morehead State University, Morehead, Kentucky, 1970.

The ultimate objective of the proposed Appalachian Adult Basic Education (ABE) Teacher-Training Reading Workshop is to improve the reading ability of the rural, disadvantaged population in Appalachia. In order to achieve this goal, a teacher-trainer workshop in reading is proposed. A team of four experienced adult basic educators will be selected from the Appalachian portion of 13 states. These four will undergo an intensive, pragmatic three-week training session in reading. A training syllabus in reading will be developed during the workshop for use by the trainers. The Appalachian ABE Teacher-Trainer Reading Workshop has been developed on the assumption that ABE teachers in Appalachia need more preparation in reading, particularly for rural adults. This workshop will incorporate an introduction and/or review of the reading process with a strong element of application to supplement the present skills of the ABE teacher. (Ed. note: Abstract was written before the Workshop was conducted.) ED 054 426

148. Banister, T. E. *Final Evaluation: Adult Basic Education Institute for Instructional and Supervisory Guideline Planning.* School of Education, Nicholls State College, Thibodaux, Louisiana, 1970.

This is a report of the first State-supported Adult Basic Education Institute held in Louisiana. It was a three-week workshop with three purposes: 1) development of a State Administrator's ABE Handbook for use in organizing, establishing and administering ABE programs; 2) development of a curriculum guide for ABE teachers at three different levels — grades 0-3, grades 4-8, grades 9-12 — and 3) preparation of a handbook on the utilization and training of ABE paraprofessional personnel. The report encompasses a full report of the sessions and of participants' recommendations.

149. Bartley, Diana E. *Final Report: Institutes in Adult Basic Education (A TESOL Project)*. School of Education, University of Wisconsin, Milwaukee, 1970.

This is a report of a three-week summer Institute and Workshop designed to train teachers and other experienced personnel in the areas of English as a Second Language and Standard English as an alternate dialect for adult programs. Applied linguistics, foreign-language-teaching-methodology, cultural backgrounds, social and political history, curriculum and materials, and creativity in use of supplementary materials were covered. The Institute-Workshop participants were both professionals and para-professionals. In the areas of curriculum and materials participants were further subdivided into three groups: 1) Teaching English as a Standard Dialect, 2) Teaching English as a Second Language for heterogeneous language background groups, and 3) Teaching English as a Second Language to Spanish-speaking groups.

150. Berreman, Norman P. *Psychological Implications of Deprivation on Adult Learners. Heuristics of Adult Education: Courses of Study for Professional Preparation of Educators of Adults*. June, 1970.

A course designed to be relevant for the training of teachers for Adult Education courses is presented. The point is made that the status of adults as opposed to adolescent is achieved when the individual reaches full physical growth, has entered the job market full time, and is seriously in the process of establishing a family. It is also pointed out that deprivation, in this report, refers to the absence of a sufficiently supporting environment in areas of fundamental needs. This study is directed to the internal effects upon the individual through the sensory processes. It has been found that the adult learner shares with the teacher in training an incomplete development in relation to an integrative view of life and their role in it. He also shares with the teacher the motivation to continue development toward greater maturity. Since it has been shown that the Adult Basic Education student is a person not too basically different from the teacher, it is concluded that the educative experience is a mutually cooperative act. ED 060 404

151. Butkiewicz, Lillian. *An In-Service Manual for Teachers in Adult Basic Education*. Harford Junior College, Harford County Bureau of Adult Education. Bel Air, Maryland, 1970.

The first half of this manual is devoted to a discussion of changing concepts in adult basic education and development techniques for establishing a program. The second half covers mathematical and language arts guidelines for teaching.

152. Camper, John H. *Design for In-Service Training Programs in the Areas of Functional Living for Teachers of Elementary Subjects for Adult Students*. California State Department of Education, Los Angeles, California, 1970.

This paper presents guidelines for 1970-71 ABE Teacher Training in California. A design of a two-week workshop to train ABE teachers in areas of health practices, home and family living, consumer education, and practical government for ABE students. Proposed activities, evaluation procedures, implementation of program, and personnel are listed. Alternate options for presenting the material in a one-day workshop or as a six-weeks university course are included with schedules.

153. Clegg, Denzil O. *Adult Teaching and Learning. Heuristics of Adult Education: Courses of Study for Professional Preparation of Educators of Adults*. June, 1970.

Adult Teaching and Learning is a suggested course of study which emphasizes teacher behavior in relation to adult learning. In the development of the syllabus for this course, a considerable amount of time was spent using the curriculum development process described by Ralph Tyler. A broad range of concepts and behavior patterns were identified in the literature. Those concepts and behaviors which occurred most frequently were included in the course of study. The syllabus was designed to allow maximum flexibility in a course of study. The significance of each area of study was presented for the purpose of helping the instructor understand why the concept or behavior should receive consideration. The behavioral objectives were developed for the expressed purpose of providing direction to the process of changing the behaviors of the teachers of adults. The suggested areas to study contain the concepts and behaviors pertaining to adult teaching and learning which appear necessary to the achievement of the stated objectives. A variety of learning experiences have been suggested so that the teachers of adults will have an opportunity to achieve the behavioral objectives. Effective evaluation is needed to determine how well one is succeeding in achieving the objectives. A number of ways have been suggested to evaluate the behavioral objectives. ED 060 400

154. Davison, Catherine V. *Training Needs of Instructors in Adult Basic Education Programs in British Columbia*. University of British Columbia, Vancouver, Canada, 1970.

The purpose of this study was to describe the qualifications of the 46 instructors in Adult Basic Education in British Columbia, to assess their awareness of the Adult Basic Education process, and to inventory their perceived need for training. Data were gathered on socio-economic characteristics of the instructors, job satisfaction, and the importance attached by instructors to certain aspects of the instructional task. The instructors were found to be largely former teachers and to consider this job as a part-time or stop-gap occupation. They are almost evenly distributed by sex, are in the middle age range, and not overly active in community affairs. Responses to an attitude scale suggest that many instructors transfer their previous notions and experience with teaching children and are not aware that adults differ from children in many ways. Although 38 felt they needed further training, only a few were prepared to spend more than a minimum amount of time participating in programs. A sequential series of one-day institutes could be planned with each devoted to a single content area. The interview schedule and a bibliography are included. ED 045 955

155. Dutton, Donnie. *Selecting Adult Basic Education Materials*. Memphis State University, Tennessee, May, 1970.

Resource Document and Workshop Report. The topic of the West Tennessee Adult Basic Education Workshop, held at Jackson, Tennessee, in April, 1970, was the selection of Adult Basic Education materials. Eighty-nine persons (teachers and supervisors) attended. This report contains an edited form of the presentation and the results of the evaluation. A profile of the Adult Basic Education population in West Tennessee was compared with a national profile; characteristics of the adult learner and how these characteristics affect his learning were discussed; reading skills were reviewed; and characteristics of the most widely used, commercially produced materials in the country were described. Data were gathered on demography, participant reactions, and the overall effectiveness of the instructor. The Kropp-Verner Attitude Scale was administered to obtain a composite rating of the workshop. The average participant was female, Negro, 40 or older, and married. Less than 30% had Master's degrees, but about one-half had had more than two years experience in Adult Education. The workshop and the instructor were rated very positively, as was the overall value of the workshop. ED 044 643

156. Dutton, Donnie and Glover, Billy J. *Evaluation of Tennessee Adult Basic Education Supervisors' Conference*. Memphis State University, Tennessee, October, 1970.

An evaluation was made of the Tennessee Adult Basic Education Supervisors' Conference, held at Memphis State University in August, 1970. Data were gathered from the 52 local supervisors in attendance by use of a questionnaire designed to obtain demographic data and participant reactions. The Kropp-Verner Attitude Scale was used for measuring the overall effectiveness of the Conference. Inferential statistics and hypotheses were deleted from the study; only arithmetic means and frequency tables employing percentages were used. The profile of a Tennessee Adult Basic Education supervisor is that of a male, 35 or older, having a Master's degree, with two or more years teaching experience in adult basic education and two or more years as a supervisor, and with more than ten years of experience in public school work at the secondary level. Responses to the evaluative items in the questionnaire showed that the conference was considered to be very successful; the Kropp-Verner Scale supported this. It is recommended that these conferences be continued at least annually. The same methodology should be employed (joint planning by local supervisors, State Department staff, and university personnel) to ensure that the total needs of the State are met. ED 044 644

157. Dutton, Donnie and Glover, Billy J., comps. *Supervision in Adult Basic Education*. Memphis State University, Tennessee, November, 1970.

The Tennessee Adult Basic Education Supervisors' Conference was held at Memphis State University in August, 1970. Objectives were to provide information for the local supervisors on: the purpose of Adult Basic Education programs, guidelines and plans under which they have to operate, teacher training, the results of the Tennessee State evaluation in Adult Basic Education conducted by Memphis State University, the financial system under which programs operate, curriculum development, and the role of the supervisor in the program. This document contains only the presentations made by staff and consultants on these subjects. The appendix gives the program and lists staff, consultants, and participants. ED 044 645

158. Dutton, Donnie, and Moss, Gary. *Creating Effective Learning Experiences in the Adult Classroom*. Memphis State University, Tennessee, January, 1970.

The purpose of this study was to evaluate training given to West Tennessee Adult Basic Education teachers concerning the creation of effective learning experiences. Two workshops were held, one at Memphis State University for Shelby County personnel and one at Jackson State Community College for the rest of West Tennessee. Data were gathered from the 183 persons attending by a questionnaire and the Kropp-Verner Attitude Scale. It had been planned to examine statistical association between variables using the Chi-Square test, but due to the number of low cell frequencies, the validity of the test was subject to question. This technique was deleted from the study and hypotheses were also eliminated. In general, participants rated the workshop high or very high. It answered their questions, presented useful information and techniques, and was well conducted by the instructor. There was little difference between sex of participants and their ratings of the workshop. Older participants (35+) rated it higher than the younger, and Negroes rated it higher than Whites. As years of teaching experience, either in public school or Adult Basic Education increased, ratings of the program increased. (Appendices include a sample program evaluation instruments, and comments of participants.) ED 044 641

159. Eastern New Mexico University and New Mexico State Department of Education. *Adult Basic Education in New Mexico: Personal Growth Curriculum*. Portales, New Mexico, February, 1970.

This workbook is the result of a workshop held June 10-14, 1968, at Roswell Campus of Eastern New Mexico University. It is designed for use by teachers in adult basic education classes concerned with personal growth, covering five areas: Money Management, World of Work, Citizenship and Government, Health Education, and Family Life. In each area, course objectives are provided and units of instruction are given. It is suggested that approximately 50% of the classroom time be spent on the personal growth curriculum. ED 051 499

160. Edgar, Thomas. *Evaluation in Adult Basic Education. Heuristics of Adult Education: Courses of Study for Professional Preparation of Educators of Adults*. June, 1970.

A course which grew directly from the stated needs expressed by Adult Basic Education (ABE) students and ABE teachers alike is presented. As the course was presented, the content was evaluated through analysis of tape recordings of class periods, through analysis of instructor opinion, and through the collection and analysis of the opinions of those enrolled in the class. The final course outline is the basis of the major portion of the discussion contained in this report. The three major sections of the outline are: (1) the development of an understanding of the meaning of evaluation of Adult Basic Education, (2) the development of an understanding of the interrelationships among statements of ABE objectives, teaching in ABE situations, the student goals, his achievement, and the evaluation of his progress, and (3) students build examinations or criterion check lists based upon their teaching-learning units. ED 060 402

161. ERIC Clearinghouse on Adult Education. *Adult Basic Education: Current Information Sources*. 27. Syracuse University, Syracuse, New York, March, 1970.

Devoted largely to documents since 1965, this annotated bibliography on Adult Basic Education contains 261 entries. Most of these are concerned with surveys, planning, and program descriptions at the national, state, and local levels (67 entries), curriculum materials, lesson plans, and related matters (41 entries), clientele groups (including military personnel, migrant laborers, American Indians, Spanish-Americans, and prisoners), teacher manuals and guides for New Careers training, reading instruction, and other types of programs, teachers and administrators, teacher training and the broad category of recruitment, testing, counseling, and student characteristics. Historical reviews, information sources and research reviews, educational television, computer assisted instruction, and programmed instruction are also represented. The document provides notes on document availability, a list of publications by the ERIC Clearinghouse on Adult Education, and an order blank. ED 035 777

162. ERIC Clearinghouse on Adult Education; Publications, 1969-1970. Syracuse University, Syracuse, New York, October, 1970.

Beginning with general information on the scope and subject coverage of the ERIC Clearinghouse on Adult Education (ERIC/AE) and on principal periodicals covering the literature, this annotated bibliography information sources, central ERIC and Government Printing Office Publications, and other documents. Such subject areas and concerns as Adult Educator Preparation, Aging, Community Education, Management Development, Industrial training, Programed Instruction, Professional Continuing Education, and Foreign Adult Education are represented. Prices and order numbers are given. Also included is the ERIC Document reproduction Service Order form. ED 042 962

163. Flaherty, Jane Frances. *Characteristics of Illiterate Adults at St. Teresa's Voluntary Improvement Program and Their Implications for Training Volunteer Tutors*. 1970

A study was conducted to determine: (1) characteristics of illiterate adults enrolled at St. Teresa's VIP, and (2) implications of these characteristics for training volunteer tutors. A review was conducted of related research and opinion articles. A total of 48 students were interviewed concerning educational background, reasons for attending adult classes and degree to which adult school had helped, if any. Students were also tested on the Adult Basic Learning Examination (ABLE) to determine their educational achievement. The students showed great enthusiasm for learning. The four areas that are probably the most important for tutors to know about are: (1) the background of the students; (2) what the student knows or can do well; (3) what kinds of things the student needs or wants to learn; and (4) how to teach — techniques, methods, materials. ED 074 363

164. Flaherty, Jane F., comp. *Resources for the ESL Teacher*. Adult Education Resource Center, Newark State College, Union, New Jersey, September, 1970.

This document lists resources available to teachers of English as a Second Language (ESL), mainly in the field of adult education. Included are textbooks and reading materials, filmstrips, audiovisual aids, and professional readings for ESL and Adult Basic Education teachers. A section on ESL test preparation and references on testing are included. There are also lists of organizations and resource centers for ESL teachers. ED 053 590

165. Florida State University, Department of Adult Education. *Southeastern Institute for Teacher Training in Adult Basic Education*. Tallahassee, Florida, 1970.

The purpose of this project was to design and implement a quality and practical training program geared toward improving teacher competence in adult basic education throughout the Southeastern Region (Region IV). The overall objective of the project was to train a group of highly selected teacher-trainers and master teachers who would in turn provide for the pre-service and in-service training of classroom teachers and teacher-aides through state and local community clinics and workshops. Innovative methods to sensitize the participants to the unique qualities, needs and abilities of the target audience were employed which combined a 3-week regional institute with follow-up activities providing planning, technical, and instructional assistance for state and local workshops throughout the Region. As a result of the Southeastern Institute for Teacher Training in ABE, more than 70 teacher-trainers and master teachers were provided the opportunity to study the theory and principles of adult basic education and relate pertinent knowledge to practical problems in the field. The conclusions indicated that 1) teacher turnover in ABE is high, 2) intensive pre-service orientation to ABE is needed, 3) quality of ABE and the teachers are subject to measurement and evaluation, 4) few career ladders for professional development exist presently in ABE. The report further delineates the implications of these conclusions. ED 061 480

166. Gartner, Richard R. *Directing the Adult Basic Education Program*. Texas Education Agency, Austin, Texas, 1970.

Prepared by 47 local directors of ABE programs during a week long workshop in June of 1969, this handbook for directors covers community communications, selection of instructors, choosing materials, pre-service and in-service training, attendance, testing, curriculum planning, counseling, aides, learning centers and evaluation.

167. Gonzales, Felipe C. *ABE Phase III: Progress and Problems, September 1, 1969-April 1, 1970*. Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, 1970.

This interim report is concerned with the progress of the "total systems" approach attacking the educational problems of the illiterate Spanish-surnamed adults used by this project. The text includes review of the overall progress of ideas and training methods used, evaluations of various institutions participating in the programs, evaluation of materials examined by program participants, reactions to workshops sponsored by the project, data on Clearinghouse operation, sample forms prepared by members of the project, sample abstracts of materials evaluated by the center, and minutes of various meetings held in the center. ED 060 406

168. Goodwin, Sara Hall. *Adult Basic Education Project, El Centro Hispano, Annual Report 1969-70*.

This yearly report of El Centro Hispano Adult Basic Education Project in Milwaukee discusses student successes and accomplishments, innovative projects, cooperation with agencies, teacher education activities, major problems, and instructional materials. Appended are a list of staff, statistical reports, and reproductions of letters composed by the students. (Not available in microfiche or hardcopy due to marginal legibility of original document.) ED 043 855

169. Griffith, William S. *Administrative Competencies Essential to the Optimum Utilization of Resource Development and Utilization in Adult Basic Education*. University of Chicago, Illinois, 1970.

Administrative competencies essential to the optimum use of resource development and utilization in adult basic education are identified as: awareness of the different meanings given to the term "adult education"; thinking through problems of division of responsibilities among institutions engaged in adult education; awareness of, and action to change, inequitable financial policies; well-thought-out program reporting system; voluntary coordinating groups at local and state levels; acquaintance with legal requirements and guidelines for all programs relating to adult education; and provision of functional linkages among personnel in the various institutions.

170. Griffith, William S. and Hayes, Ann P., eds. *Adult Basic Education: The State of the Art*. University of Chicago, Illinois, March, 1970.

The central purpose of this book is to review the present state of the art in Adult Basic Education teacher training. Each of the chapters of the book was developed specifically for the Workshop to Increase and to Improve University Teacher Training Programs in Adult Basic Education, which was held at the University of Chicago in March 1969. The 24 chapters, which serve as a benchmark of research immediately relevant to Adult Basic Education, have been arranged in eight major categories: teacher training, adult students, testing adults, curriculum development and materials, economic considerations, programs, culture or social stratification, and overviews of Adult Basic Education: research and programs. The final chapter contains the reactions of the participants in the workshop, and appraises the central problem areas and research concerns for improving future teacher training programs. ED 051 475

171. Harstead, Pat and Venner, Herb. *Project to Utilize Volunteers in Eliminating Adult Illiteracy. Quarterly Progress Report, First Quarter*. Butte, Montana, 1970.

Project homebound by the Butte Vocational Technical Center and School District Number 1, Butte, Montana, entails the teaching of American Indian and Mexican American Adult Basic Education (ABE) students in their own homes. A unique aspect of this program is the use of personnel with varied educational backgrounds: Master teachers (with Baccalaureate degrees), Teacher aides (Employment program trainees without High School diplomas), and volunteers (mostly High School graduates) from various service clubs throughout the community. Since most trainees (except for Master teachers) lacked previous teaching experience, the two week fall workshop included training in beginning teaching techniques and the use of instructional materials. Project consultants led discussions in such areas as life styles of disadvantaged persons, communicating with those who need literacy education, techniques of Adult teaching, and Organization and class procedure in homes. Various role playing situations were developed by consultants and used with workshop participants. (This report includes the agenda, recruitment and promotional activities, and details of workshop sessions.) ED 047 238

172. Harstead, Pat and Venner, Herb. *Project to Utilize Volunteers in Eliminating Adult Illiteracy. Quarterly Progress Report, Second Quarter.* Butte, Montana, 1970.

Part of an experiment in Adult Basic Education (ABE) in students' homes by volunteers of differing social and economic backgrounds, Project Homebound in Butte, Montana, was marked by a rise in student enrollment from 81 to 155 during the second quarter (October-December 1970) of its operation. Six certified teachers and consultants serving as team leaders assisted the teacher aides and volunteers as needed, and designed the instructional material. Twelve teacher aides recruited students, and prepared and taught material devised by the teachers. Volunteers held classes in private homes one or two evenings a week with a teacher as support. The aides and some of the volunteers received two hours of daily continuing inservice training from the teachers and consultants. While instruction in ABE was individualized insofar as possible, the average student received either two and a half or five hours weekly, chiefly in communication and computational skills. Efforts were continuing to bring more students into neighborhood classes. Results thus far have shown the need for (and acceptance of) ABE home classes; successful use of volunteers; active minority group participation as volunteers and teachers as well as students; and the effectiveness of the project's overall teaching team structure. ED 047 239

173. Horn, R. A. *Ohio Seminar for Administrators of Adult Basic Education (September 18-19, 1969).* Ohio State Department of Education, Columbus, 1970.

Emphasis at the 1969 seminar was to identify problems in Ohio's Adult Basic Education program with specific reference to student recruitment and retention, and to consider collectively, among ABE administrators present, possible solutions to the problem. Texts of speeches delivered by experts in the field who were guest lecturers at the two-day seminar comprise the "text". Recruitment strategies suggested include two-way referral systems through inter-agency cooperation; development of ties with community-based groups, the use of volunteers and of the many areas of "indirect" approaches — radio promotionals, TV announcements, ads, posters, mailings, brochures, etc. Emphasis was placed on the need to "sell" one's ABE program. ED 035 801

174. Jensen, Glenn. *Seminar in Adult Basic Education. Heuristics of Adult Education: Courses of Study for Professional Preparation of Educators of Adults.* June, 1970.

A seminar whose purpose is to raise the professional competencies of those concerned about Adult Basic Education (ABE) by providing an overview and understanding of the major principles and practices of ABE is presented. Specific objectives include: (1) to enable each class member to formulate and to defend a philosophy and rationale of ABE which is consistent with his own beliefs and with the characteristics and expectations of the undereducated adult, (2) to enable each class member to formulate and defend important criteria which must be present to have a "successful" community Adult Basic Education Program, (3) to reach consensus about the fundamental principles involved in the learning process, and (4) to provide a learning environment in which the participants may design and conduct meaningful learning experiences. Full use was made of three methods of study: The class, self-directed study, and the community. The adult learning process was introduced through a presentation of an overhead projector of Havighurst's Development Tasks of the Adult. The section on community resources was developed around a practicum experience wherein each class member was responsible to determine those resources in his community which lend themselves to an improved ABE program. ED 060 399

175. Keltz, Dave and Milligan, Bill. *Project to Utilize Volunteers in Eliminating Adult Illiteracy.* Butte, Montana, 1970.

A demonstration was designed in Butte, Montana, to experiment with the use of volunteers in a Homebound method of Adult Basic Education in urban areas. A two-week intensive training session was conducted for six trained teachers, twelve teacher aides, and thirty volunteers. These were divided into teams composed of a teacher, two teacher aides, and five volunteers, and assigned to different areas of Butte. The volunteers would offer an ABE class in a private home once a week with the help of the teacher — using materials prepared by the teacher aides. Continuous in-service training would be given to both aides and volunteers by certified teachers and consultants. A followup study was conducted in November, 1970, to ascertain that student needs were being met adequately. The overall response to the Homebound program was favorable. A survey of need in Butte has shown that the project should enlarge its curriculum to serve adults with less than high school education. ED 047 237

176. Kerr, Charles and Brown, Edward T. *A Summary and Evaluation of Adult Basic Education Workshops*. Tennessee State Department of Education and Southern Regional Education Board, Nashville, Tennessee, January, 1970.

Four in-service training workshops for ABE teachers and supervisors in middle Tennessee were held in December 1969, and January, 1970. The three objectives for these workshops were: 1) to increase competency and capability of teachers and supervisors of ABE students in reading, math, and guidance and counseling; 2) to motivate use of innovative and stimulating techniques; 3) to involve higher education institutions in planning and directing workshops in order to exercise a leadership capacity in teacher preparation for ABE. Centers were established throughout Tennessee so that ABE personnel could have the availability of a well-planned and coordinated in-service education program, as well as having access to undergraduate courses in their respective geographical regions. Each training session format was the same. Participants, divided into three groups, rotated to meet with different consultants, after which they reassembled for group discussion and a written evaluation of the program. Conclusions indicate that it is imperative that pre-service and in-service programs be developed so that instructional programs for ABE exist at both undergraduate and graduate levels.

177. Kreitlow, Burton. "Resources for Staff Development in Adult Basic Education." *National Institute on Resource Development and Utilization in Adult Basic Education*. Florida State University, Tallahassee, 1970. (Paper appears in Institute Report, pp. 92-123.)

Based on the assumption that the traditional federally-funded summer workshops will not meet the long-term training needs of the field, an ABE Staff Development Process Model is being suggested. The model, which can be viewed as a sapiential authority model (competency based), emphasizes communication and cooperation between State Departments of Education, local public education programs and institutions of higher learning, in order to identify and utilize the most competent people and best facilities. Finally, using this model as a base, the report proposes fifteen alternative plans for staff development in Adult Basic Education. ED 061 482

178. Langerman, Philip. *Adult Education Institute, 1969. (E.P.D.A. Project). Final Report and Program Evaluation*. Des Moines Area Community College, Ankeny, Iowa, 1970.

Four twelve-week Institutes involving 360 clock hours of participation by ninety-eight persons were conducted (July 1, 1969-June 30, 1970) in this training program. Curriculum for the Institutes was centered around the psychology of adult learning, cultural background of minority groups, multi-media instruction, curriculum development, innovative classroom techniques, evaluation techniques, and supervised internship. As a training model, this project attempted to show that adult education teachers need a unique type of training. By conducting the training over a long enough period of time and using selected high school graduates who have the capabilities to be trained, the void that now exists in the educational field can be filled.

179. Mocker, Donald W. *Training Model for Adult Basic Education Reading Teachers*. University of Missouri-Kansas City, 1970.

This five-week-summer-institute for fifty ABE teachers concentrated on helping them to understand adult reading-training programs and trained them to initiate teacher-training programs on their own upon their return to schools in their own communities. Six areas were emphasized: 1) classification of reading ability; 2) diagnostic procedures for measuring reading disability; 3) teaching of reading; 4) new methodology in teaching of reading to adults; 5) materials to be used for reading instruction; and 6) evaluation of reading methods and materials. Practical application of learned skills was stressed — students practiced on each other and on adult students.

180. Ohio State University. *Final Report: Project to Train Teachers in Adult Basic Education Curriculum Development (July 21-August 8, 1969)*. Columbus, Ohio, 1970.

This report includes texts of speeches delivered during a three-week summer institute involving 113 participants with varying degrees of experience in adult basic education. Objectives of the workshop were to help develop skills in the preparation of curricula for adult basic education and to train leaders for conducting in-service training programs in curriculum development. It was also hoped that workshop participants would gain more insight into the characteristics of learners in ABE programs and develop the ability not only to evaluate published ABE materials but also to explore new approaches in the field to make education more meaningful for the student. ED 061 472

181. Ohliger, John and Ohliger, Lori, eds. *Workshop in Adult Basic Education* (Columbus, Ohio, June 23-July 10, 1970). Ohio State University, Columbus, 1970.

A workshop on adult basic education (ABE), held at Ohio State University, was organized around the team approach in developing a model learning center, field experiences in the Columbus area, and speeches by special consultants. This document presents these speeches — on such topics as adult learning, psychological characteristics of ABE participants, reading instruction, teaching English as a second language, instructional materials, the role of the teacher, learning centers in the large city, reading and language, and evaluation. The appendix includes a report of the development of an ABE learning center, a bibliography, and a roster of participants. ED 044 593

182. Parker, Elaine M. *The Adult Basic Education Training Institute for Teachers of Blind and Visually Limited Adults*. May, 1970.

The prime objective of the Southeastern Project Staff Development is to provide trained leadership in Adult Basic Education (ABE). This institute specifically contributed toward this objective by preparing leadership and teaching personnel for programs which provided basic education to those who are visually impaired and undereducated and/or otherwise handicapped. The applicants were selected by each State Director of Adult Education. Of the 13 participants, there were eight men and five women. The staff included a teacher trainer, a teacher aide, a brailist, and a secretary. The academic content of the course work included (1) psychology and philosophy of learning for the adult and adult blind, (2) methods and procedures of teaching braille reading and writing in adult classes, (3) methods of teaching communication skills in computation, handwriting and typewriting, (4) instructional aids, devices, machines, and materials for adult classes for the blind, and (5) field work experience and "student teaching" sample lesson plans. Recommendations include: (1) a brochure describing ABE classes for the blind and visually limited be made and distributed as soon as possible to public and private agencies for the blind; (2) training institutes should be held at different times each year for participating groups; (3) an orientation meeting should be held for ABE administrators. ED 054 448

183. *Personnel Development in Adult Education. Current Information Sources*, 31. ERIC Clearinghouse on Adult Education. August, 1970.

This annotated bibliography contains 192 items on program planning, educational trends, legislation, and other matters within or relevant to the preparation of adult educators. General topics and national surveys appear in two brief opening chapters. The next two deal with formal education through graduate study and short courses, and with the training of volunteer adult educators, persons working with disadvantaged groups, and human services para-professionals. Other chapters cover personnel characteristics and data (eight items), role perceptions (36 items), educational and training needs of educators and other groups (16 items), staff recruitment and selection (eight items), staff evaluation (seven items), and instructional materials (18 items). Also included are instructions for ordering ERIC documents, and a list of ERIC/AE publications. Ed 041 244

184. Pilcher, Palmer C. *Toward a Joint Attack on Functional Illiteracy; Proceedings of the Ozark-Appalachia Conference, Hot Springs, Arkansas, November 3-4, 1969*. University of Arkansas, Fayetteville, 1970.

Conference participants were ABE specialists from eight states — Arkansas, Mississippi, Texas, New Mexico, Kentucky, Illinois, Arizona and California — the majority of these states with large land areas, low densities of population, tremendous numbers of functionally illiterate, unemployed or underemployed persons. The basic questions which the conference attacked were: how to reach this largely untapped student potential; how to give each person a sense of self-esteem along with basic reading, arithmetic, writing and job skills; and how to choose personnel and materials designed specifically for the people of these areas. Stress was placed by the six major speakers on the need for more extensive use of paraprofessionals; on continuous in-service training programs; on preparing video-taped materials for students to use at home as well as in school; on establishing resource centers to test new methods and materials; and on gearing one's ABE program to the specific needs of a geographic area. ED 045 268

185. *Professional Papers Presented at Third Regional Seminar, Southeastern Region, Adult Basic Education Staff Development Project, New Orleans, Louisiana, May, 1970.*

Two of the papers deal specifically with the university-based activities. Marshall Morrison's discussion of identifying and developing institutional support and Katherine Mosley's discussion of graduate student preparation and related field experiences. Two of the papers deal directly with teacher-training activities that would enhance learning for adults. Robert Snyder's paper shows the relevance of teacher-trainer teams which are used as statewide in-service resource groups, while the implementations of individualizing instruction for ABE teacher training are discussed by John Peters. Arthur Madry's presentation on the role of administrators examines the types of experiences that should be included in training programs for leadership personnel in this field. Certification standards and their implication for staff development of adult educators are discussed by Hilton Bonniwell. The Seminar was aimed at developing ongoing self-supporting training programs within each state. The concentration was upon assisting key persons in State Education Departments and universities to develop preservice training of staff for adult basic education.

186. Pumerantz, Philip. *Institute in Administration for Local Directors of Adult Basic Education (August 11-22, 1969): Final Report.* University of Bridgeport, Connecticut, March, 1970.

Focusing on the continuing education of adult basic education (ABE) administrators, this 1969 training institute was set up to help local ABE program directors in New England assume new types of leadership roles with their staffs. Opening sessions consisted of an analysis of the underlying philosophy of ABE programs and of sociological factors relevant to disadvantaged adults. Crucial areas of concern to administrators were also highlighted, including ABE class scheduling, public relations, student recruitment, budgeting, funding and report forms, program supervision and evaluation, means of reducing the drop-out rate, the community school concept, interpretation of pending Federal legislation, and the use of educational resources and new teaching techniques appropriate for undereducated adults. Lectures by guest speakers were backed up by workshops, large and small group discussions, and assorted practical and field experiences. Daily monitoring was used to obtain feedback and keep the institute flexible and relevant. A final questionnaire evaluation and a follow-up evaluation reunion (March 1970) were also conducted. A significant outcome of the institute was the request by the participants and by adult education leaders that the University of Bridgeport create a graduate program of adult educator training. ED 061 478

187. Pumerantz, Philip. *Program: Multiregional Institute to Prepare Local Adult Basic Education Administrators to Become Trainers of Adult Basic Education Teachers, August 10-28, 1970.* Department of Education, University of Bridgeport, Connecticut, 1970.

Organized around the theme: Self-fulfillment through Individualization of Instruction, the general objectives of the Institute include the expansion of the insight and understanding of teacher-learning in Adult Basic Education and an identification of gaps in knowledge and problem areas which can be handled in training and research, and the development of teacher-training models. The Director's expectations of workshop participants stress the ability to relate realistically to the undereducated adult, to design program models and curriculum materials, and to write a philosophy of Adult Basic Education showing commitment to educational innovation and change. The program components of the session, detailed time schedules of the workshops, the Institute Training Design, and the names and addresses of the staff, instructors, and advisory council are provided. A follow-up program is planned to evaluate the effectiveness of the workshop in implementing plans of action, to provide technical assistance to the participants, and to identify local needs. Appended are outlines of two Simulation Games developed by workshop participants.

188. Rose, Harold. *ABE Guidance and Counseling Workshop: Final Report.* Morehead State University, Morehead, Kentucky, 1970.

This report is an account of a one-week intensive workshop held June 22-26, 1970, at the Appalachian ABE Demonstration Center in Morehead, Kentucky. Included are the purpose, objectives, and program of the workshop, a description of the participants, their evaluations, and general recommendations of the Director.

189. Ryan, T. A. and Silvern, L. C., eds. *Goals of Adult Basic Education in Corrections.* Education Research and Development Center, University of Hawaii, Honolulu, May, 1970.

The results of the National Work Conference on Goals of Adult Basic Education in Corrections were presented in this monograph. The conference met in an attempt to determine national goals for adult basic education in corrections. This publication contains the conference's program, papers offered, theme presentations, and the preview of a model designed to provide adult basic education in corrections. Appendixes include conference and participant rosters, position papers, task group summaries, and a conference evaluation. ED 068 790

190. Schnur, James O. *A Synthesis of Current Research in Migrant Education*. ERIC Clearinghouse on Rural Education and Small Schools. New Mexico State University, Las Cruces, May, 1970.

Purposes of this document are to present a broad view of migrant education which would inform educators of the current practices and procedures being employed and to provide impetus for more and better migrant education programs. The scope of this research synthesis encompasses the age range of the migrant (and his education) from cradle to adulthood. An overview of the migrant describes his economic status, family-unit philosophy, habits and living conditions, educational level, and social status. It is noted that education could help the migrant to broaden his capacities and master new skills. Existent migrant programs which provide elementary, secondary, and adult education are discussed, and emphasis tends to be on individualized instruction, English as a second language, and oral language development. The author devotes sections of his monograph to administrative developments such as interstate cooperation and record transfers, educational testing programs, health education, parental involvement in education, teacher training, and teacher aides in migrant education. Unmet needs in the education of migrants, recommendations emerging from research in terms of general education and curricula for migrants, and specific areas for needed research are presented in concluding pages of the document. ED 039 049

191. Seaman, Don F. and others. *A Guide for Local In-Service Training in Adult Education*. Mississippi State Department of Education and Mississippi State University, State College, August, 1970:

The Adult Basic Education (ABE) Teacher-Training Institute held at Mississippi State University, was a joint effort of the Mississippi State Department of Education and Mississippi State University. The main efforts of the instruction were directed toward the preparation of teams of teacher-trainers who would be responsible for the planning, implementation, and evaluation of local preservice and in-service training. This report contains: (1) edited presentations by the consultants and participants on testing in ABE education, student evaluation of the ABE program, evaluation of ABE materials, student recruitment, personnel relationships, a discussion of what new teachers want to know about ABE, and the development of teacher-trainer teams in South Carolina; (2) edited reports from four in-service training teams; and (3) the results of an evaluation of the Institute. This includes an evaluation of the biographical characteristics of participants, weekly evaluations by participants expressing their feelings about the content and presentation of specific topics, some of the major problems confronting ABE in Mississippi, problems encountered in local programs, general impressions of the Institute, and the results of the Kropp-Verner Rating of the Institute. Included are four appendixes: Institute staff, participants, schedules, and sample materials. ED 099 632

192. Southern Regional Education Board. *Joint Conference Report, Second Annual Region IV Conference on Adult Education, and Second Regional Institute, Southeastern Region Adult Basic Education Staff Development Project*. Atlanta, Georgia, February, 1970.

Two simultaneous conferences, the Second Annual Region IV Conference on Adult Education and the Second Regional Institute on the Southeastern Regional Adult Basic Education Staff Development Project, were held February 14-18, 1970, at the Plaza Hotel in Daytona Beach, Florida. Considering interaction between the two conference groups to be mutually beneficial, the state directors of Adult Education and the regional staff consultants decided to combine the sessions. The defined goal of the institute was the identification of problems, strategies, and priorities as they relate to an ongoing plan for staff development at all levels in each state engaged in Adult and Adult Basic Education. Attending were local ABE personnel, teachers and supervisors, graduate students, university personnel and state agency staff. Included in this report are the activities of each work-group session and the program development in regional staff training for Adult Education programs on the state and regional level. ED 058 509

193. Southern Regional Education Board. *Report: Third Regional Seminar, Southeastern Region Adult Basic Education Staff Development Project* (New Orleans, May 5-10, 1970). Atlanta, Georgia, May, 1970.

The regional seminars of the Southern Regional Education Board (SREB) are designed to provide in-service training and planning experiences to foster the professional growth of state department of education, university, and local AE/ABE staff members. The third regional seminar was aimed at developing ongoing, self-supporting training programs within each state and concentrated on assisting key persons in state education departments and universities to develop college and university capabilities for preservice and inservice training of staff in Adult and Adult Basic Education. The seminar was opened with a general session, in which introductory remarks were presented. Following these remarks, the first assignment was presented to the participants, who separated into professional groups. After the group discussion sessions, feedback sessions were held to examine some of the common expectations of all participants. Inputs from the group discussions served as springboards for the state planning meetings. The states conducted their planning exercise, keeping in mind the following question: Taking the current status of staff development in your state, what specific next step shall be formulated or enacted for professional staff development in the coming year? At the closing session, changes that would be effected in adult education were discussed and evaluatory remarks made. ED 058 538

194. Southern Regional Education Board. *Southeastern Region Adult Basic Education Staff Development Project. First Year Report, 1969-1970*. Atlanta, Georgia, 1970.

In its first year, the Staff Development Project of the Southern Regional Education Board (SREB) made dramatic quantitative gains in adult basic education (ABE) teacher training throughout the Southeast. In Alabama, Florida, Georgia, Mississippi, South Carolina, and Tennessee: 16 institutions of higher education participated, 13 of which established adult education divisions for the first time; 16 masters and doctoral programs were added to six already existing, and 19 additional ones are planned; 29 full-time faculty were employed; 16 graduate students participated in university programs and inservice training for local ABE personnel; 61 graduate and undergraduate courses were added, and 33 more are planned; 2,971 students enrolled in credit courses offered by six universities on campus, off-campus, and by extension; 7,800 teachers attending courses, institutes, seminars, and workshops; 4,735 teachers and supervisors attended more than 118 seminars and workshops to begin inservice training for ABE personnel; 337 ABE classes and programs were visited by college and university staff; teacher trainers were established in two states; cooperative planning teams were instituted in two other states; all states assumed responsibility for developing on-going professional training plans; 400 staff members attended three regional seminars; 17 ABE teachers for the blind or visually handicapped were trained; and a 12-member research panel was established to evaluate this project. ED 062 624

195. Southern Regional Education Board. *Southeastern Region Adult Basic Education Staff Development Project; Proceedings of the Evaluation Seminar Held June 5, 6, 1970 in Atlanta, Georgia; Technical Services Program*. Atlanta, Georgia, 1970.

Materials produced following a seminar held on the orientation to educational evaluation, conducted for ABE summer institute directors and allied staff, are provided. This material relates to common perspectives for effective evaluation that can become part of the evaluation methodology used by the summer institute directors. The planning for the two-day instructional session, the workshop program, an overview of evaluation, a hypothetical evaluation exercise, and material developed are presented in the proceedings. Attachments are: (1) overall reaction to the evaluation workshop; (2) seminar individual information sheet; (3) seminar cognitive information inventory; (4) sample items developed by seminar group — personal data inventory, participant input, director input; and (5) list of seminar participants. ED 060 460

196. Southwestern Cooperative Educational Laboratory, Adult Basic Education Project. Gonzales, Felipe C., Director. *Final Report: Teacher Training Institutes for Adult Basic Education Teacher*. Albuquerque, New Mexico, 1970.

This report provides a capsule evaluation of one summer Institute held in 1969, and a review of the several Institutes held during the summer of 1970. Discussion of the 1969 Institute includes the planning, speakers, participants, objectives, and evaluations of the program. Discussion of the 1970 Institutes includes summaries of the objectives, components, and evaluations of the program, and the background of the participants. Appended are agendas, evaluation sheets, and diagnostic tests developed in the workshops.

197. Southwestern Cooperative Educational Laboratory, Adult Basic Education Project. Gonzales, Felipe C., Director. *Progress Report I: Teacher Training for Adult Basic Education Teachers; Special Emphasis on Cultural Awareness, Innovative Programs, Micro-Teaching, Behavioral Objectives and Performance Criteria*. Albuquerque, New Mexico, 1970.

This report is a summary of the composition and format of three summer Institutes attended by Adult Basic Education teachers. Emphasis is on the Mexican-American undereducated adult. Evaluation sheets written by program participants are included.

198. Southwestern Cooperative Educational Laboratory, Adult Basic Education Project. Gonzales, Felipe C., Director. *Progress Report II: Teacher Training for Adult Basic Education Teachers; Special Emphasis on Cultural Awareness, Innovative Programs, Micro-Teaching, Behavioral Objectives and Performance Criteria*. Albuquerque, New Mexico, 1970.

This report contains the composition and format of three summer workshops attended by teachers of undereducated adults, with emphasis on the Mexican-American adult student. The text includes a summary of the background of the program, data about the participants, and several evaluation sheets written by program participants.

199. Southwestern Cooperative Educational Laboratory, Adult Basic Education Project. Gonzales, Felipe C., Director. *Progress Report III: Teacher Training for Adult Basic Education Teachers; Special Emphasis on Cultural Awareness, Innovative Programs, Micro-Teaching, Behavioral Objectives and Performance Criteria*. Albuquerque, New Mexico, 1970.

This report is concerned with five summer workshops attended by teachers and administrators of Adult Basic Education programs in the southwest. The text includes biographical sketches of several speakers, with abstracts and the texts of their speeches, along with photographs of the speakers and some participants.

200. Stevenson, William W. and others. *Updating the Process and Content of Teacher Education Courses to Reach Less-Advantaged Adults in Metropolitan Areas. Final Report*. Oklahoma State Department of Vocational and Technical Education, and Oklahoma State University, Stillwater, September, 1970.

A two-week Institute was held to orient participants to the world of the disadvantaged and to give them ideas on methods of training teachers for disadvantaged adults. The 77 participants — including teacher educators, teachers, community workers, State Department of Education personnel, and counselors — attended lectures by consultants from the School of Occupational and Adult Education at Oklahoma State University, the State Department of Vocational and Technical Education, and the Area Manpower Institutes for Development of Staff, and participated in small-group discussions. An important feature of the Institute was a live-in arrangement whereby participants spent four nights in the home of a disadvantaged family. Most participants evaluated the Institute favorably. In addition, a 4-month followup found that most participants subsequently engaged in one or more activities designed to improve education for the disadvantaged. The report includes lists of participants and consultants, a schedule of daily activities, and some of the evaluation forms developed. ED 049 19.

201. U.S. Office of Education, National Center for Educational Statistics. *Adult Basic Education Program Statistics: Students and Staff Data, July 1, 1968 - June 30, 1969*. Department of Health, Education and Welfare, Washington, D.C. 1970.

Information on 1969 enrollment by state, by grade level, by ethnic group, and by type of facility, of ABE students throughout the United States is contained in this annual publication of the Office of Education. Characteristics of personnel involved in the administration, supervision, or actual teaching of students are also detailed with reference to training and education level. A comparison table lists hours of programmed instruction vs. conventional instruction required for completion of ABE programs. ED 039 508

202. University of Chicago, Department of Education. *A Workshop to Increase and Improve University Teacher Training in Adult Basic Education, Final Report, Volume I*. Chicago, Illinois, June, 1970.

The workshop was held in March, 1969, at the University of Chicago. This assembly of 100 university faculty members currently or potentially engaged in ABE teacher training and 20 leading researchers had two major objectives (a) that a clear analysis of the state of the art of ABE teacher training be formulated and made available to the field, and (b) faculty members who need this information be brought up to date, thereby increasing the effectiveness of existing programs and encouraging the development of new ones. This report contains descriptions of how the Workshop was planned; the evaluative comments of the participants and tables evaluating the data collected from a questionnaire distributed nine months after the workshop took place. Both negative and positive comments have been included just as they were given by the participants. Perceptions of the Workshop director are also considered. The Workshop was sponsored by the Office of Education. ED 102 333

203. University of Chicago, Department of Education. *A Workshop to Increase and Improve University Teacher Training in Adult Basic Education, Final Report, Volume II*. Chicago, Illinois, June, 1970.

Volume II is an in-depth examination of the goals and objectives of the Workshop on Adult Basic Education: The State of the Art, which was held at the University of Chicago in March, 1969. It contains a detailed analysis of the ideas presented in Volume I; the mechanics of organizing the Workshop, inviting lectures and resource people, the entire process of preparing a workshop for adult educators. Included are descriptions of the content of each group session and the session evaluations submitted by each workshop group at the end of the conference. ED 102 334

204. University of Hawaii. *Collection of Papers Prepared for 1970 National Seminars. Adult Basic Education in Corrections*. Educational Research and Development Center, Honolulu, 1970.

Papers presented at National Seminars for the purpose of developing a model for adult basic education in corrections are contained in this collection. The papers presented by consultants and participants in the conference provide a primary base of information for the creation of a model for adult basic education in corrections. Subjects discussed include using inmates as teachers and tutors, use of tests, history of correctional education, community resources, basic English, teaching with television, and ethnic differences. Each article is followed by a bibliography. ED 068 791

205. University of Hawaii. *Experimental Training Program in Adult Basic Education in Correctional Institutions. Final Report I.* Education Research and Development Center, Honolulu, June, 1970.

The purpose of this program was two-fold: to develop a model of adult basic education in corrections and to provide specialized training to selected individuals in adult basic education in corrections. Model development was accomplished through three activities: (1) needs assessment, (2) goals definition, and (3) model synthesis. Assessment of needs for adult basic education in corrections was accomplished by survey of institutions to determine discrepancies between existing programs and ideal programs. Goals of adult basic education in corrections were defined in a National Work Conference. A model of Adult Basic Education in Corrections was synthesized from two independently developed models. Training of selected leaders in corrections in adult basic education was accomplished in two 24-day seminars. The training program aims called for development of knowledge and skills and fostering of positive attitudes relating to adult education in corrections. Results of pre- and post-tests against program objectives indicate that the aims were achieved at criterion levels. ED 068 788

206. University of Southern California, School of Education. *Institute for Training Adult Basic Education Teachers (Formerly, Training Fellowship for Adult Basic Education Teachers)*. Los Angeles, California, 1970.

This report describes how a one-year program prepared thirty (30) people to be professional teachers of Adult Basic Education, with emphasis on teaching English as a second language. The program utilized a team structure in modular modifications of existing course structure, including modules of field experiences, directed teaching, paid experience in adult school teaching, and other innovative methods and experiences in a competency-based teacher education program. The report is an endorsement of the premise that professionalization of teaching is essential to the improvement of adult education, generally, and of Adult Basic Education, specifically. The report's conclusions agree that the USC-ABE program provides a framework for professional preparation of adult school teachers and that the project met its obligation to be a national model by being exemplary and replicable, subject to adaptation. ED 052 440

207. University of Texas at Austin. *Adult Basic Education Teacher Trainer Institute, Region VII (July 8-26, 1970), Final Report*. Austin, Texas, August, 1970.

Purpose of the Institute was to provide information, materials, ideas and teaching techniques to assist Adult Basic Education teachers. Program design included leadership training planned around a group dynamics approach; introduction to the concept of behavioral objectives and training in the writing and use of them; cultural awareness training; several days of procedures and techniques in teaching reading to adults; discussion of counselor-teacher relationships; and the sharing of information and procedures used in dealing with problems in ABE programs. Lecture, independent and small group study, field trips, panels, role playing and media presentations were utilized, with the entire program well outlined in this report. Program objectives were presented and evaluated; forms were given participants each day and they were asked to rate program achievement. Evaluation of the Institute as a whole was also done by pre- and post-testing with the Semantic Differential test as well as subjective evaluation; evaluations were favorable and positive.

208. University of Texas at Austin, Division of Extension. *Guidance and Counseling Project for Adult Basic Education: Office of Education, Region VI Final Report, FY 1970*. Austin, Texas, July, 1970.

This report constitutes the final activity for the Special Project in Guidance and Counseling, Region VI, for Fiscal Year 1970. Major objectives of the second year of operation of the project were: 1) to implement, in two pilot centers in each state, an experimental guidance and counseling program for Adult Basic Education (ABE) as developed by the project in FY 1969; 2) to evaluate the effect of the guidance and counseling project on the total ABE program in the respective pilot centers; 3) to provide extensive in-service training for counselors and teachers in each of the pilot centers; 4) to encourage and assist the State ABE Departments in promoting and implementing local guidance and counseling in-service programs for teachers and counselors; 5) to conduct an in-depth, three-week professional counselor-training institute for ABE counselors in Region VI (funded by other sources); and 6) to publish the results of the combined two-year Guidance and Counseling Project and provide liaison with other USOE Regions in an attempt to encourage national efforts in guidance and counseling for undereducated adults. The organization of this report follows the pattern of the objectives. A statement of objectives for FY 1971, the third year of the project, concluded the report. ED 051 492

209. University of Tulsa. *Adult Basic Education Teacher-Trainer Institute, Region VII: Final Report*. Tulsa, Oklahoma, July, 1970.

As a result of this Institute, a model was developed to serve as a guide in the selection, training and supervision of paraprofessional personnel for Adult Basic Education. This model has been formalized and made available to the state directors, supervisors and teachers utilizing paraprofessionals in Arkansas, Louisiana, New Mexico, Oklahoma and Texas. The model is based on two factors. First, the paraprofessional does have a place in educational settings dealing with adult education. When used effectively, these personnel can definitely enhance the impact of a teacher upon a given educational program. Second, the paraprofessional may serve to bridge whatever gaps exist between teacher and student, and between the adult education program and the community.

210. Aker, George F. *Education for Older Citizens — Second Leadership Development Institute*. Department of Adult Education, Florida State University, Tallahassee, 1971.

This summer institute, whose 45 participants included administrators, teachers and counselors from universities, community colleges and public school systems, was the second in a series of three such workshop seminars devoted to greater understanding of the problems of the older citizen and the production of more and better educational opportunities for this important segment of our society. Addresses delivered during the Institute are reproduced here as are reports from discussion groups and an evaluation summary. ED 051 472

211. Arizona State University. *Adult Basic Education Reading Institute, June 8, 1970 - June 7, 1971. Final Report*. Tempe, Arizona, 1971.

The document traces the activities of the five-week summer institute which provided training for 96 teachers, primarily of migrant and disadvantaged adults in Adult Basic Education. The program activities emphasized: (1) Reading instruction for disadvantaged adults; (2) English as a second language; (3) Motivation and retention of adult learners; (4) Curriculum development; and (5) An IOTA (Instrument for the Observation of Teaching Activities) workshop on evaluation of teaching effectiveness. Personnel qualifications and organizational procedures are described and the content and activities of the IOTA workshop sessions outlined. Participant characteristics and results of a participant questionnaire evaluating the institute activities make up a large part of the document. Eleven key questions with the tabulated responses are presented. A 40 page appendix includes samples of correspondence and the following institute data: (1) A reaction inventory form; (2) Participants weekly log sheets; (3) Consultants evaluation sheet; and (4) On-site followup discussion. ED 101 191

212. Bartley, Diana E., Bartley, Russell, and James, Carl. *Institutes in Adult Basic Education (A TESOL Project), 1971. Final Report*. School of Education, University of Wisconsin, Milwaukee, 1971.

This report is a summary of two three-week institutes for training experienced teachers in methods of teaching Standard English to adults with an education equivalency of eighth grade or less, most of them foreign-born. Background was provided participants in the linguistic, cultural and historical areas; workshops dealt with curricular problems common to all groups. Participants were divided into three main groups: 1) Teaching Standard English to Black non-standard dialect speakers, 2) Teaching Standard English to Spanish non-standard dialect speakers, 3) Teaching Standard English to foreign-born adults from heterogeneous language backgrounds. CE 001 490

213. Bowden, William L. *Adult Education and Adult Basic Education in America*. Southern Regional Education Board, Atlanta, Georgia, October, 1971.

Beginning with the background of the SREB mission in adult education, Dr. Bowden presents a broad overview of the history of adult education in the United States, and discusses the philosophy and the psychology of adult learning in general. The rationale for adult basic education is then outlined and the progress is that area described. Believing that the teacher is the key in these programs, the author stresses the need for competent teachers and for institutional programs of graduate studies for training teachers in the field of adult basic education.

214. Buskey, John H. 1969 *Institute on Instructional Television and Adult Basic Education. Final Narrative Report*. Conferences and Institutes Division, University of Maryland, College Park, March, 1971.

A three-week summer institute on educational television for ABE teachers, teacher trainers, administrators, and television production personnel is discussed. Thirty-two participants (11 TV personnel and 21 ABE personnel from ten states, two territories, and the District of Columbia) attended. Participants were provided with a variety of materials on television, Adult Basic Education, and educational television. Several different follow-up activities were undertaken. Evaluation of the Institute was carried out by means of a questionnaire which was mailed to the participants. The sixteen replies received indicated that both the Institute and the follow-up activities had been successful from the viewpoints of developing media skills and the ability to work as a team in the implementation of these skills. The twelve appendices to this report are: A. Planning materials; B. Participants and faculty; C. Teams and their productions; D. Institute schedule; E. Published reports; F. Library materials; G. Follow-up memorandum; H. Follow-up; West Virginia Workshop; I. Follow-up; Florida Region IV Meeting; J. Follow-up; Delaware-Pennsylvania Meeting; K. The "Right-To-Read" Television announcement; and L. Evaluation Instrument. ED 061 485

215. Chambers, Jewell C., ed. *ABC's: A Handbook for Educational Volunteer Programs*. Volunteers in Education, U.S. Office of Education, Washington, D.C., 1971.

This handbook outlines basic principles for defining, planning, organizing, and setting up programs for volunteer teachers, tutors, or counselors within established ABE or other school programs. Recruiting, training, assigning, evaluating, and supporting volunteers are all discussed, as are efficient administration, training workshop organization, and supervision of volunteer programs. Sample forms for recruitment and evaluation are included. ED 061 164

216. Collings, Mary Louise, ed. *Programmed Instruction and Computer Assisted Instruction in Adult Basic Education: An Institute for State and University Level Adult Basic Education Personnel*.

An Institute for State and University Level Adult Basic Education Personnel was held to provide insight into the philosophy, potentials, problems, and techniques of programmed and computer assisted instruction as they relate to adult basic education programs. Speeches given at the Institute are reproduced in this publication. The titles and authors of the speeches are: "Psychological Foundations of Individualizing Instruction" by Lawrence Stolurow; "The Systems Approach to Educational Programs" by Lawrence Stolurow; "Programming Success for the Undereducated Adult" by Mark Laurence Berman; "Computer Time Sharing in an Adult Basic Education Project" by Sue Stephenson; "Educational Project Management Techniques" by Desmond L. Cook; "Course Authoring Techniques for CAI" by Peter Dean; "Multi-Media Design and Media Selection" by Donald T. Tost I; "Computer Assisted Instruction: An Overview" by Walter Dick; "Evaluating Programmed Instructional Materials" by Ronald H. Sherron; "Integrating Programmed Instructional Materials Into ABE Programs: The Learning Laboratory Approach" by Joseph B. Carter; "Systematic Use of Programmed Instruction in Basic Education" by Grady M. Meredith; "Developing Programmed Instruction (P.I.) Systems and Materials" by Virginia Zachert; and "Multimedia Programming" by Shirley B. Bitterlich. ED 051 456

217. Colorado State University. *Project Communitlink: Progress Report, January 1-April 30, 1971*. Fort Collins, Colorado, May, 1971.

This report describes efforts by Colorado State University (with grant from HEW) to assist rural communities in the satisfaction of their basic adult education needs. Workshops were presented in March and April, 1971, at Colorado State University, for ABE workers from 18 communities in 9 states (with 6 representatives from each community). Evaluation of the workshops by participants and projected follow-up programs in each community are included, since a "multiplier effect" in each state was a basic objective. The 3-day workshop featured "Microville—a Community-wide Adult Programming Simulation Game Experience," followed by discussion. This was designed to provide conferees ideas for further development of communication linkages in their communities. Enthusiastic reaction to the program and detailed ideas for follow-up are presented, but the Microville game itself is not described in the report.

218. Colorado State University (CSU). *Sixteen State Project For Training Community Teams of Professionals for the Development of Coordinative, Adult Basic Education Programs in Rural Areas (Project Communi-Link). First Year Report: FY 1971*.

The fundamental purpose of the project during its first year of operation was to facilitate the establishment or improvement of an inter-organizational communicative linkage system in each pilot community. Specific objectives were to develop teams of professionals, paraprofessionals, and volunteer community level workers and to train those teams to provide leadership in the process of community-wide program development. Instructional and consultative services were provided by Colorado State University Project Staff and State Instructional Consultants in each of nine cooperating states during the three primary components of project operations: project initiation, project workshops, and project follow-up activities. General conclusions drawn from the first year of experience revealed that the rationale, design, and operations of the project were effective, both conceptually and in their implementation, to a facilitation of community action toward the development of interorganizational cooperation in basic educational programming. ED 072 887

219. Columbia University, Center for Adult Education. *ABE in the Inner City Project: Innovative Practices Study. Final Report, 1970-71*. New York, 1971.

In its second year the project had two principal goals: (1) to extend the first year's findings with a study of selected innovative practices in a large variety of urban Adult Basic Education (ABE) programs, and (2) to disseminate findings of the project's first two years to urban ABE directors and selected professors of adult education. A questionnaire was developed and sent to the directors of Title III programs in cities over 100,000 population. After review of the data obtained, four practices were selected for further study: (1) the utilization of paid and volunteer paraprofessionals in ABE, (2) the use of learning laboratories for ABE instruction, (3) cosponsorship of classes with employers and other organizations, and (4) use of community liaison personnel. During the project's second year a second national survey of 1,900 teachers in 59 sample cities was undertaken. The second survey examined the perspectives of public school ABE teachers. The findings were then disseminated in four regional workshops. Recommendations are discussed at length in the areas of: differentiating the target population, differentiating recruitment effort, differentiating class types, cosponsoring with employers, improving instruction, planning short term objectives, analyzing qualitative factors, improving mentor role relationships, planning staff development, and using program innovations. ED 101 135

220. Cortright, Richard W. *Focus on the Future: Futurology for Correctional Education*. March, 1971.

Prepared for a Regional Training Seminar on Adult Basic Education (ABE) in Corrections, this paper argues the importance of improving correctional education in order to equip prisoners more adequately for reentry into society, and thereby help reduce crime and recidivism. Accordingly, the author urges correctional program administrators to take various steps: (1) develop innovative programs which make a difference; (2) match teachers and learners for compatibility; (3) use volunteer aides; (4) establish linkages between ABE and public school Adult Secondary education; (5) encourage a sense of accountability on the part of correctional educators; (6) improve the status of correctional educators; (7) employ correctional educators as consultants in public schools. Also included are 23 references and suggested readings. ED 048 538

221. Divita, Charles, Jr. and Smith, Judy. *ABE Teacher Training Workshop: Missouri*. Project Communi-link, Colorado State University, Fort Collins, November, 1971.

This paper contains guidelines for an in-depth workshop on ABE; its goal, to help participants become more effective "learning facilitators" for undereducated adults. Instructional objectives for understanding and teaching ABE students are presented, with ways in which objectives were implemented in workshops. Ideas included are: differences in the learning situation for adults; physiological, sociological, and psychological distinctions between pre-adults and adults and their implications; characteristics of undereducated adults. Also included are an excerpt from NAPSAC's *Techniques for Teachers of Adults*, and a form for workshop evaluation.

222. Griffin, Virginia R. *Thinking About a Graduate Program in Adult Education*. (No. 1) *Alternative Philosophical Positions*, (No. 2) *Alternative Starting Points for Organizing the Program Into Courses*. Department of Adult Education, Ontario Institute for Studies in Education, Toronto, 1971.

Two position papers on graduate programs in adult education are presented. The first clarifies alternative positions which the Ontario Institute faced and illustrates the differences by means of charts. An explanation is given for the choice of a pluralistic rather than a singularistic alternative. The second paper lists alternative starting points for organizing a graduate program of adult education. The purpose is to sharpen thinking about starting points, develop clearer rationales for graduate programs, and articulate to students frameworks for thinking about the field. No attempt is made to suggest consequences of each system or conclude which is best. ED 067 527

223. Griffith, William S., Cunningham, Phyllis M., and Treffman, Stephan A. *Cooperative Program Improvement: An Experiment in ABE In-Service Training, Final Report, Doolittle Family Education Center Experimental In-Service Training Project, 1970-71.* University of Chicago, Illinois, October, 1971.

This document, consisting of seven chapters and 12 appendices, is a full final report of the Doolittle Family Education Center Experimental In-Service Training Project. Chapter II consists of the history and plan of the project, including an explanation of the framework of the model that was used to conceptualize the project. Chapter III is a report of the sequence of events associated with the execution of the project, and Chapter IV sets forth the priority ordering of the problem and solutions identified by the students and professional personnel associated with the Doolittle Center. Chapter V is a report of the perceptions of the project staff from the University of Chicago regarding the operation of the project. Chapter VI is a description of the revised model for an in-service training program for an ABE center; and Chapter VII is a listing of the conclusions reached by the project staff following their analysis of the data presented in the preceding chapters. Twenty tables illustrate the data obtained and discussed in the text. ED 054 416

224. Hoffman, Hy and Pagano, Jules. *A New Conceptual Model for Adult Basic Education Staff Training with Application to Corrections, New Careers and Migrant Education*. Adult Education Association of the U.S.A., Washington, D.C., October, 1971.

The objective of this project was to review and analyze staff development programs in adult basic education in order to identify the most promising ideas, curricula materials, methods and approaches for the purpose of designing new training models. To accomplish this, the following activities were carried out: a review of the professional literature; field visits; and a direct mail survey. Particular attention was paid to training programs and models judged most effective in dealing with those special problems inherent in the conditions of poverty; most supported in program rationale by accurate and extensively documented results; and most resourceful in management and professional/paraprofessional staffing patterns. The study has identified the nature and scope of staff ABE training needs. The findings are reflected in a conceptual model for application to three ABE settings: in corrections, in new careers, and in migrant education. Appendix A, an annotated bibliography, contains 114 items of research and investigation on adult basic education staff training, representative of the literature from 1965 to 1970 of the U.S. as well as other countries. ED 058 543 (Document not available from EDRS.)

225. Howard University, School of Education. *Summary of the Adult Basic Education Institute for Teachers and Teacher-Trainers of Urban Adult Populations. Part I. July 26 - August 6, 1971.* Washington, D.C., 1971.

The document, which summarizes Institute activities from July 26 to August 6, 1971, begins with an overview, emphasizing characteristics of the Institute participants. A background section focuses on the status of American, urban-dwelling blacks, the population group with which the teachers will be working. Eleven speeches are presented to familiarize participants with the relationships between color and sex and income, schooling, and employment, and to acquaint them with community resources, the importance of the political process, and the ways reading and mathematical skills can assist students in their social and economic lives. The texts of these speeches constitute the main and largest portion of the document. A list of books, magazines, articles, government publications, and bibliographies distributed at the Institute are listed. The participant evaluation of the Institute, three follow-up activities reports, a list of participants, and the Institute program are also included. ED 099 670

226. Kleis, Russell J. *Project ENABEL: Extern Network of Adult Basic Education Leaders, 1970-1971.* USOE Region V. Department of Administration and Higher Education, Michigan State University, East Lansing, 1971.

Project ENABEL (Extern Network of Adult Basic Education Leaders) was launched as a pilot project to: (1) analyze the essential character of the Adult Basic Education (ABE) problem; (2) identify individuals and institutions whose functions are critically related to the ABE problem; (3) identify personal qualities and professional competencies required of individuals; (4) resolve the question of the appropriate role of the University; and (5) conceptualize a systematic scheme for appropriately relating the university to ABE programs. Each state extern was invited during a summer workshop to develop a plan for improving his/her own performance and/or the operation of his/her own local program in ABE. Project staff members visited the home school of each extern for consultation at least once during the project. Interns, other staff members, and selected externs solicited and honored requests for consultation and in-service training from schools not otherwise involved in the network. Conclusions indicate that most participants in the program benefited positively with respect to understanding ABE students, their problems and needs, and the cultural differences between adult education and childhood education. ED 056 312

227. Knox, Alan B. *In-Service Education in Adult Basic Education.* Research to Practice Series. Department of Adult Education, Florida State University, Tallahassee, October, 1971.

In-service education of Adult Basic Education (ABE) instructional staff by the unit of the school system or other institution that sponsors the ABE program is the focus of this monograph. The four interrelated purposes of the monograph are: (1) to present a general framework that planners can use in developing in-service education, using basic concepts of need appraisal and program development, (2) to identify the crucial decisions in the planning of in-service education, (3) to reveal tested knowledge from the scattered research reports related to ABE in-service education, and (4) to suggest ways to interrelate knowledge and action in the planning of in-service education. The monograph is organized into the following sections: appraise the situation (identify local symptoms of needed in-service education; make an initial appraisal of the local situation; select from the literature criteria for judging instructional staff performance); identify needs (describe the current performance of typical instructional staff members; describe the corresponding performance of outstanding staff; identify needs by comparing the current with what is needed); select needs (survey knowledge that may be used to satisfy the needs that are identified; survey resources that are available to satisfy these needs; select the most important needs); develop the program plan (specify the objectives; specify the intended outputs and transactions; consider alternative evaluation procedures; plan the in-service education programs); and conduct the program (provide supportive arrangements to facilitate the program; implement the in-service program). Twenty references for additional study are provided. ED 079 587 (Document not available from EDRS.)

228. Mezirow, Jack and others. *Analysis and Interpretation of ABE Experience in the Inner City: Toward a Theory of Practice in the Public Schools. Selected Action Implications for Urban ABE Directors*. Center for Adult Education, Columbia University, New York, 1971.

Findings from a survey and comparison of urban adult basic education (ABE) programs generated several statements of action implications for urban ABE directors: (1) differentiate major target populations for purposes of program development and reporting; (2) make two parallel efforts to recruit participants — one for easiest-to-reach, middle class-oriented, undereducated adults, the other for hardest-to-reach, poorest, and least educated; (3) recognize the distinctive qualities and functions of community outreach and feeder classes; allocate resources to maximize their effectiveness; (4) exploit advantages of co-sponsorship and develop effective strategies for initiating and sustaining co-sponsor linkages; (5) recognize major dynamics of the ABE classroom aside from aiding content mastery to improve teacher performance; (6) encourage preparation of short-term instructional units which provide feedback on learner progress toward their goals; (7) incorporate systematic analysis of qualitative factors in program development and evaluation; (8) recognize the interrelatedness of instructional roles and utilize paraprofessionals and counselors to optimize instructional effectiveness; (9) allocate more resources for staff development designed to deal with instruction and classroom interaction as it exists in reality; and (10) periodically review innovative program practices and systematically incorporate the most promising. ED 075 693

229. Mitchell, Ronald W. *Final Report: Teacher Training Workshops in Adult Basic Education for Reading Teachers and Reading Specialists*. International Reading Association, Newark, Delaware, 1971.

The purpose of this project was to test and refine a model for a training program to give reading specialists additional theoretical and practical background needed to work effectively in ABE reading programs. While lectures, demonstrations and workshops took up a portion of the three four-week workshops, the major thrust was directed to giving each participant an opportunity to work directly with students enrolled at the local ABE center.

230. National Advisory Council on Adult Education. *UNESCO Questionnaire: Third International Conference on Adult Education*. Washington, D.C., November, 1971.

This document comprises a response to a UNESCO questionnaire submitted to the National Advisory Council on Adult Education. It is divided into the following sections: (1) the relation of adult education to economic, social and political objectives, a section which emphasizes that the best long-range solution to the problems of society and the individual is to provide quality and relevant programs for the entire adult population; (2) adult education in relation to the educational system, a section in which adult education is defined as those programs offered for adults who have passed compulsory school attendance age and left formal schooling; (3) financial resources; (4) methodological aspects; and (5) personnel for adult education. ED 069 940

231. National Association for Public Continuing and Adult Education. *Final Evaluation of Region II Institute for the Training of Teachers of English as a Second Language*. Washington, D.C., 1971.

This report is a detailed, documented evaluation of an institute in audio-lingual ESL teacher training held July 5-23, 1971. The institute was held at Jersey City State College in cooperation with Glassboro State College, both in New Jersey; an independent evaluation team from the National Association for Public Continuing and Adult Education (NAPCAE) researched and produced this report. The evaluation includes discussion of the design, purpose, and scope of the program, results achieved, data on staff, participants and target population, and recommendations for future institutes and curriculum development.

232. Norsworthy, Gary F. *The Role of the Paraprofessional in Adult Basic Education*. Research to Practice Series. Department of Adult Education, Florida State University, Tallahassee, October, 1971.

The emerging role of paraprofessionals in adult basic education (ABE) programs is discussed. A definition is provided of the term paraprofessional, and a brief description is given of the typical person who assumes that role. Certain unique contributions of a paraprofessional to ABE programs and the task of recruiting paraprofessionals are explored. Possible duties of the paraprofessional are examined by the use of several descriptive models. A setting for paraprofessional training is briefly described. Nine references for additional study are provided. ED 079 590 (Document not available from EDRS.)

233. Ohio State Department of Education. *Action Implications in Adult Basic Education Programs*. Columbus, Ohio, 1971.

Eight articles on adult basic education are presented. The articles adapted from 1971 workshop presentations are: "Action Implications for ABE Directors," by Alan Krick; "ABE Budget Development," by Donald G. Butcher; "Competent ABE Instructors," by William D. Dowling; "Interview Techniques and Training," by Norman Kagan; "Reading: The Basic in Adult Basic Education," by Wayne Otto; "Black Dialect," by Darnell Williams; "Ideas for ABE Teachers of English as a Second Language," by Dennis R. Preston; and "Meaningful Lesson Topics," by Thomas Z. Miranda. ED 065751

234. Ohliger, John and McCarthy, Colleen. *Lifelong Learning or Lifelong Schooling? A Tentative View of the Ideas of Ivan Illich With a Quotational Bibliography*. Publications in Continuing Education, Syracuse University, New York, July, 1971.

Recent writings on the life and thought of Ivan Illich are summarized in this paper. Attention is focused on his missionary training activities, his subsequent involvement with the Center for Intercultural Documentation in Cuernavaca, Mexico, and the influence of a Brazilian adult educator, Paulo Freire, on Illich's social and economic thinking. Finally, Illich's own views on public education and the learning process are set forth. He calls for the abolition of compulsory schooling in view of what he considers the idolatrous worship of formal education and certification, and the institutional failures of education, around the world. Illich also urges that the drift of adult education toward institutional status be reversed to help make way for informal educational networks based on mutual inquiry and on lifelong access to educational opportunities of one's own choosing. Included are 157 references. ED 049 398

235. Okes, Imogene. *Participation in Adult Education: Initial Report, 1969*. National Center for Educational Statistics, U.S. Office of Education (DHEW), Washington, D.C., 1971.

This report presents data from a nationwide study of the people who participate in adult education activities. Information was obtained about both adult education and the characteristics of the people who do and do not take adult education classes. The document includes a section on the context for analysis and a section on the analysis of participation. Sampling and data retrieval techniques, along with a copy of the survey instrument, are also included. ED 052 453

236. Osso, Nicholas A. *Adult Basic Education Program Statistics: Students and Staff Data, July 1, 1969 — June 30, 1970 and Summary of Years 1966-70*. U.S. Office of Education, National Center for Educational Statistics, Washington, D.C., 1971.

This is the third in a series of annual publications providing information on the Adult Basic Education programs sponsored by the United States Office of Education under Public Law 89-750. These publications have been based upon data compiled from annual reports on Adult Education filed with the Office of Education by each state, The District of Columbia, and participating outlying areas. This publication consists of nine tables showing trends during the 5-year period, 14 tables reporting fiscal year 1970 programs, and brief descriptions of illustrative State Programs offered during the Year. ED 061 506

237. Paige, Joseph C. and Nichols, Herb. *Evaluation of Adult Basic Education Adjunct Training Systems*. Federal City College, Washington, D.C., 1971 (Presented at the Adult Education Research Conference, New York, February 2-5, 1971.)

This document shows the application of the educational systems approach to determine validity of ABE training as related to an overall skills development program. It gives the criteria and objectives looked for in a study evaluating the effectiveness of the ABE component in six MDTA skills training centers. Four areas of development for ABE learners are suggested: communications, computation, health, and economic skills development. A four-phase process was used, involving learner assessment, instructional strategy, operational training program, and post-training, in a thorough approach to evaluation. Because of inability to measure post-training achievement (phase four), only the first three phases were evaluated. The findings were not presented in this report.

238. Parker, William S. *Teaching Reading to Under-Achieving Adults: Part One — A Teacher-Training Institute Report*. University of Delaware, Newark, 1971.

This three-week teacher training institute devoted to development of better instructional techniques for developing reading skills of under-achieving adults introduced the Language-Experience Approach to learning. Reading materials based on experiences closely related to the adults' interests, experiences, and goals were shown to be more meaningful and more motivational than "pre-packed" commercial materials. ED 099 815

239. Price, Shelby L. *An Institute for 100 Teachers of Spanish-Surnamed Adult ABE Students in the New Dimensions of Education*. Oregon State University, School of Education, Corvallis, 1971.

The three-week institute covered five primary areas of instruction; English as a second language, behavioral objectives, individualized instruction-programme; materials, cultural awareness and sensitivity, and curriculum development and adaptation. Participants in the institute were teachers of Adult Basic Education from across the United States. In addition to this general introduction, the report includes a list of institute participants, responsibilities of the professional staff (director, assistant director, general consultant, technical assistant, and liaison), and a 10 page daily calendar of the institute's instructional program. A followup of the institute took the form of winter and spring conferences where institute participants returned, completed questionnaires and exchanged further ideas. The general opinion of the participants was that the institute was excellent and another group could benefit from another institute. The questionnaire, with percent of participants responding indicated, and a brief budget allocation review are also included. ED 101 154

240. Ryan, T. Antoinette. *Adult Basic Education in Corrections: A Regional Seminar Program*. Bureau of Conferences and Institutes, University of Colorado, Boulder, 1971.

The purpose of this program (January 16-26, 1971) was to train selected decision-makers in the use of generalized models and delivery systems of adult basic education in corrections; and the development of delivery systems for management of adult basic education geared to the needs and characteristics of specific correctional institutions. The report includes a detailed daily schedule, list of conference personnel and participant roster.

241. Ryan, T. A. *Redirection in Corrections Through Adult Basic Education*. Paper presented at National Association of Public and Continuing Adult Education/Adult Education Association Conference (Los Angeles, Calif.) November, 1971.

The Adult Basic Education in Corrections Program discussed in this paper is a model for redirection in corrections; it is an acknowledgement of the need to provide educational programs to meet the special needs of adult offenders. Three outcomes have been realized from the program thus far: analysis of the situation, synthesis of a conceptual model of adult basic education in corrections; and design of 66 models for delivery systems of adult education in corrections. The program also provides a training component. Among the functions of the model are conceptualizing the system, processing information, establishing a philosophy and assessing needs, defining goals, formulating plans, implementing programs, and measuring outcomes. A bibliography and model charts are included. ED 068 772

242. Schnur, James O. *A Synthesis of Current Research in Migrant Education*. ERIC Clearinghouse on Rural Education and Small Schools, New Mexico State University, Las Cruces, May, 1970.

Purposes of this document are to present a broad view of migrant education which would inform educators of the current practices and procedures being employed and to provide impetus for more and better migrant education programs. The scope of this research synthesis encompasses the age range of the migrant (and his education) from cradle to adulthood. An overview of the migrant describes his economic status, family-unit philosophy, habits and living conditions, educational level, and social status. It is noted that education could help the migrant to broaden his capacities and master new skills. Existent migrant programs which provide elementary, secondary, and adult education are discussed, and emphasis tends to be on individualized instruction, English as a second language, and oral language development. The author devotes sections of his monograph to administrative developments such as interstate cooperation and record transfers, educational testing programs, health education, parental involvement in education, teacher training, and teacher aides in migrant education. Unmet needs in the education of migrants, recommendations emerging from research in terms of general education and curricula for migrants, and specific areas for needed research are presented in concluding pages of the document. ED 039 049

243. Semberger, Franklin M. and Aker, George F., eds. *The Professional Development of Correctional Educators*. - Florida State University, Tallahassee, October, 1971.

The objectives of the Florida Institute for Correctional Educators are presented. These include: (1) promote professional growth of Correctional Educators; (2) provide opportunity for association with professionals in Correctional Education; (3) introduce different perceptions of inmate experiences; (4) provide insights into leadership skills and means of change; (5) present problems and possible solutions in Correctional Education in Florida and nationally; and (6) introduce several methods of instruction appropriate for adults. At the conclusion of the institute the participants were asked to express their views as to what the institute objectives were — in terms of what they learned or achieved. Representative responses include: (1) to bring Correctional Educators together; (2) to make Correctional Educators realize where they fit into the total correctional picture; and (3) to give Correctional Educators some idea of the professional responsibility and professional image they should possess. ED 059 438

244. Snyder, Robert E. *Decision-Making in the Planning and Implementation of Instruction in Adult Basic Education*. Research to Practice Series. Department of Adult Education, Florida State University, Tallahassee, October, 1971.

The complete instructional process in Adult Basic Education (ABE), focusing upon the teacher specifically, is examined, with special attention being given to the decisions surrounding the planning of instruction. This monograph discusses the process of goal refinement from major goals to program objectives to instructional objectives, analyzes the role of instructional objectives in providing direction to decision-making in planning the instructional process, and describes the specific decisions for implementing instruction. Recommendations are given for personnel at the community (teachers, and directors/coordinators), state (state ABE advisory and supervisory personnel, and university/college personnel), and national level personnel (U.S. Office of Education personnel, professional adult education organizational personnel, and social research and demonstration project personnel). Ten references for additional study are provided. ED 079 588 (Document not available from EDRS.)

245. Southern Regional Education Board. *Readings in Staff Development*. Atlanta, Georgia, 1971.

This book of readings, describing state-by-state experimental programs to train ABE teachers and other staff members over the eight cooperating Southern States (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee) emphasizes the potential when staff training is undertaken as a concerted, cooperative plan not only among the participating states but between higher education personnel and the state departments of education. The book's first section is devoted to the planning of such programs, particularly in Georgia and Alabama. The second section stresses results, particularly in the states of Mississippi, South Carolina and Tennessee, where cooperation has extended into other areas besides the "basics" of staff training. ED 058 536

246. Southern Regional Education Board. *Report: Fourth Regional Seminar, Southeastern Region Adult Basic Education Staff Development Project (Stone Mountain, Georgia, May 2-5, 1971)*. Atlanta, Georgia, May, 1971.

This seminar was designed to facilitate final completion and acceptance of state plans which would govern staff development during the third project year and implement a permanent system for each state participating in the project. Objectives of the seminar were: (1) to describe, analyze, and revise individual state plans; (2) to secure personal and institutional commitment to plan implementation; (3) to provide a framework for review of the similarities, differences and unique provisions of each state plan; (4) to discuss plans for developing, using and institutionalizing regionwide resources during the third year of the project — resources which would become adjuncts to every state training system; and (5) to identify and assess major obstacles to ABE staff development in the next three years. The plan agreed upon at this seminar will: (1) establish the training pattern for the next year, (2) establish many of the third year and final evaluation criteria for each state, (3) be the basis of budget allocations of project funds, (4) identify state, state grant, and participating agency funds that supplement project funds, and (5) establish a basic and permanent delivery system for ABE staff training. ED 056 537

247. Southern Regional Education Board. *Southeastern Region Adult Basic Education Staff Development Project of the Southern Regional Education Board.* (Presentation to National Council of State Directors of Adult Education, NAPCAE Convention, Los Angeles, November, 1971.)

This document outlines the rationale for the development of a training system which has the capability of delivering pre- and in-service training programs to adult basic education teachers in eight states in Southeastern United States. The report describes the key elements in the system, how they interact and the major results of the effort. Four phases of operation within each state are: 1) identification of training needs by state department of education personnel; 2) both undergraduate and graduate courses established at 22 institutions within the region; 3) a continuing consulting program, whereby university faculty are available for assistance in local areas; and 4) a developing local in-service training program, through the coordination of State Department, University, and local ABE personnel.

248. Southern Regional Education Board. *Southeastern Region Adult Basic Education Staff Development Project. Second Year Report, 1970-71.* Atlanta, Georgia, 1971.

Progress made during the second year of the Adult Basic Education Staff Development Project of the Southern Regional Education Board is reported. Growth shown in the six major areas of activity established during the first year was as follows: (1) State Departments of Education in-service leadership activities strengthened the roles of the State Director and his staff in planning and utilizing staff development resources; (2) The higher education capabilities activity involved at least two institutions in each state to provide pre- and in-service adult and adult basic education training through graduate and undergraduate courses and graduate degree programs; (3) the local in-service capability program facilitated the training of local program personnel and assisted supervisors in establishing appropriate sequences for seminars and workshops to foster professional development among staff members; (4) the continuing consultant program enabled college and university instructors to visit and assist local ABE programs, which helped influence curriculum changes; (5) regional seminars provided an opportunity for State Department of Education, higher educational, and local program personnel to meet with their counterparts from other states to discuss training problems and needs; and (6) the technical services program provided the region with expertise and specialized materials. The report is comprised of four chapters and six appendixes. ED 060 459

249. Southern Regional Education Board. *The Planning of In-Service Workshops: A Seminar* (Atlanta, Feb. 14-17, 1971). Atlanta, Georgia, 1971.

This document is a summation of a workshop designed to be a planning experience for ABE Training personnel. It also contains a sampling of model training designs developed by the participants for inservice work. The object of the seminar was to provide an overview of relevant techniques and procedures for developing and implementing short-term workshops and two-week institutes. During the three days of the seminar, participants would be actively involved in all phases of a workshop, and extract generalizations which could be used in their own situations. As a means of demonstrating climate setting, each of the six participants was asked to prepare a profile describing their individual members. At the conclusion of this exercise, the seminar director asked the seminar participants to describe the type of climate established. After the design for training was outlined, each of the six working groups was asked to identify problem areas which they wished to consider further. Twelve problem areas were defined by the group. These include: (1) institutional constraints against planning in advance, (2) how to bring the student to a recognition of his needs without losing him in the process, and (3) how to establish competencies of adult teachers. After the diagnosis of problems, each group was asked to design a model institute. The following format was used by all groups: a description of the general situation where the workshop would take place, including a sponsor and financial arrangements. ED 058 539

250. Southern Regional Education Board. *The Professional Staff Development Plans of Region IV.* Atlanta, Georgia, October, 1971.

The State plans for professional staff development and training presented in this publication are those developed over a two-year period of eight southeastern states participating in a cooperative regional project. The plans are indicative of the progress toward building institutionalized systems for training adult basic education personnel within each state. Training opportunities were increased, and adult education programs began or were expanded at 22 different colleges and universities. Teacher training institutes were held in six states, and many were followed by regular in-service training. Workshops and seminars held in each state allowed all ABE personnel to attend at least one training program each year. A training system developed by all participants has made continuing staff development a regular feature of ABE in the southeast. States involved in the regional project were: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee. ED 060 441

251. Stamper, George R., Compiler. *Adult Basic Education Institute in Individualized Instruction for Teachers of Rural Adults. Interim Report: July 19-August 6, 1971.* Appalachian Adult Education Center, Morehead State University, Kentucky, 1971.

The three-week teacher-trainer workshop concentrated on individualized diagnosis, prescription, and evaluation in Adult Basic Education (ABE) reading and mathematics for rural adults. One hundred and one participants from the 13 States in Regions 4 and 6 worked with designs provided by State directors of adult education outlining their 1971-72 teacher training responsibilities, each participant working with his State design. The participants were instructed through programmed texts, small groups, and two levels of practicums. Participant characteristics were tabulated relating to sex, age, race, marital status, number of dependents, length of experience, hours worked per week in ABE, duties, type of area and population served, knowledge of foreign language, degrees held, course work in reading, math, and adult education, and areas of competency. A participant-developed evaluation of the workshop was conducted. In evaluating individual parts of the workshop, 42 percent ranked excellent; 42.2 percent, adequate; 12.4 percent, fair; and 3.4 percent, inadequate. (The 30-page appendix includes a sample learning prescription, the workshop program, sample letters and State design, list of participants, and the evaluation form and responses.) ED 101 158

252. Stine, Victor L. *The First Summary Report of ABE Activities and Progress, Northern Illinois University.* Northern Illinois University, DeKalb, 1971.

This packet of materials includes list of workshop participants, budget costs, evaluation sheets for each of the workshops, participants comments, etc.

253. Tiscornia, Joseph and others. *Regional Institute for the Training of Teachers of English as a Second Language to Adult Puerto Ricans.* Glassboro State College and Jersey City State College, New Jersey, 1971.

The institute provided an opportunity for 83 English as a Second Language (ESL) teachers to practice with an existing class of non-English speakers. Participants were divided into small groups, and each group was assigned a master teacher to supervise the entire three weeks of activities. Activities included: demonstration and discussion, curriculum planning and development, planning of units and lessons to be utilized in practice-teaching sessions, reviewing and evaluating video tapes of practicum sessions, library research, and room preparation for practice teaching. The document lists participants, course requirements, and selected remarks from guest speakers. Also included are illustrative lesson plans prepared by participants and master teachers, each organized according to content, techniques, materials, and time allotment. Representative institute handouts include the following topics: classroom methods in oral practice, contrasting structural patterns, guidelines to second language learning, principles of teaching adults, a self-evaluation form, a guide to cultural information, types of structural drill, the ESL experimental syllabus outline, illustrations, a teaching vocabulary, a checklist of minimal competencies, a selected bibliography, and annotated resource guide. ED 101 161

254. Tough, Allen. *The Adult's Learning Projects.* Toronto, Canada: The Ontario Institute for Studies in Education, 1971.

This book focuses on the adult's deliberate efforts to learn, change, and grow. In the author's research studies, it was found that learning efforts occur on the average of eight times annually, are self-planned, usually occur in a group setting and involve over 700 hours time. Suggestions are made to anyone interested in fostering adult learning through the university, industry, library, counseling and the adult education agency itself. ED 054 428

255. U.S. Office of Education, Division of Adult Education Programs. *U.S. Report on Adult Literacy Work and Basic Education for the Period 1969-1971*. (Prepared for a UNESCO document.) Department of Health, Education and Welfare, Washington, D.C., April, 1971.

A summary of progress made in adult education, and new developments and trends in literacy and adult education. Quantitative aspects of the adult education program are presented (numbers of students, numbers of teachers trained, etc.), as well as political aspects (need for federal funding), theoretical aspects (new Adult Performance Level, etc.) Institutions cooperating in Adult Education are mentioned, and a variety of instructional materials and methods are described. In a section describing activities of the National Education Association (NEA) — providing training in techniques by means of Job Corps experience, programs for changing teachers' methods and attitudes, etc. Ongoing activities of the NEA in the field are outlined — recruiting adult education teachers for membership, information services, etc.

255. University of Hawaii. *Experimental Training Program in Adult Basic Education in Corrections. Final Report II*. Education Research and Development Center, Honolulu, July, 1971.

The purpose of this program is three-fold: (1) training selected administrative, supervisory, instructional, and support personnel to implement systems of adult basic education in correctional settings; (2) developing and testing a conceptual model of adult basic education in corrections; and (3) designing and implementing management and instructional delivery systems of adult basic education in correctional settings. In Phase I (1969-70), the goals of adult basic education in corrections were defined, a model was designed, and 2 seminars were conducted to train 37 individuals for leadership roles in adult basic education in corrections. In Phase II (1970-71), 30 persons received advanced training for leadership, 145 persons were trained in systems approach to management of adult basic education in corrections, the conceptual model was debugged, and 66 models of delivery systems for management of adult basic education were designed. ED 068 789

257. University of Texas at Austin. *Adult Basic Education Inservice Program for Teacher Awareness in Guidance and Counseling: Master Unit*. Austin, Texas, 1971.

This study is a compilation of five booklets, each dealing with the presentation and development of principles and techniques used in the fields of counseling and guidance. Initially, it was based on an analysis of the guidance and counseling activities within the five-state area of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. This edition should be used with recommended kit of audio-visual aids — 71 overhead transparencies and ten 53-minute cassette tapes. Before each lesson these major areas are covered: 1) General Concepts; 2) Behavioral Objectives; 3) Content; 4) Supporting Materials; 5) Enabling Activities; and 6) Evaluation. Questionnaires, cumulative folders, and teacher self-diagnostic tests are included.

258. University of Texas at Austin. *Directions in Adult Education. Supplement to Phase III Report, Office of Education (Region VII) Guidance and Counseling Project for Adult Basic Education*. Austin, Texas, June, 1971.

The purpose of this report is to present ways in which higher education can contribute to the improvement of ABE; proposed programs and activities are set forth in the five chapters. The following topics are presented: social and psychological factors in adult education (social class, motivation, teacher attitude, etc.); methods and materials in such areas as consumer education, family health, leisure activities, vocational development; the orientation of ABE classes to a "life skills" approach (individualized assessment and curricula); the complex relationship between an individual and his work; and the use of group counseling and discussions in adult education. An appendix describes two Master's degree programs in adult education, at Nicholls State University (Louisiana) and Texas A & M University.

259. University of Texas at Austin. *Phase III Report, FY 1971: Office of Education - Region VI. (formerly Region VII) - Guidance and Counseling Project for Adult Basic Education.* Austin, Texas, July, 1971.

This Phase III report includes an evaluation and report on nationwide training of trainers, through Regional Workshops; the description of the production of a teacher/counselor training film; a report on graduate programs in adult education available in the region (one PhD, four Master's programs, and 8 institutions offering two or more courses in adult education); and a report on the revision of the Teacher Awareness and Counselor Orientation packages available for use in orientation and as core curriculum in all USOE regions. The training of teachers within Region VI, based on the "training network" approach, involved training a core of teachers and counselors from each of the five states in the region; these became trainers in their own states. The Teacher Awareness and Counselor Orientation packages (printed and audiovisual training materials) were used in this training. The teacher/counselor training film, designed to tie in with these multi-media training packages when used in a workshop setting, is presented in detail (trainer's manual, script, background notes, etc.).

260. University of Utah. *Higher Education Administrators' Institute for Teacher Training in Adult Basic Education. First Year Report, 1970-1971.* Salt Lake City, Utah, 1971.

The Higher Education Administrators' Institute for Teacher Training in Adult Basic Education was established to provide leaders, deans, and department chairmen of teacher-training departments in colleges and universities in the U.S. with leadership knowledge and skills necessary to organize and conduct programs for training teachers in adult basic education. The program was implemented in three phases during FY71: (1) Planning and Commitment, (2) An Adult Education Workshop, and (3) Consultation. Of the 25 institutions funded by the institute, 23 were conducting follow-up activities related to the Institute's goals. At 7 institutions, 19 new courses were added, and 5 new degree programs were started. Five other institutions not funded by the institute have entered into consortiums with members of this project. It is estimated that more than 600 people have attended workshops and meetings as a result of the Institute's activities. It is concluded that the response to the Institute suggests that a serious need for such a program does exist and that the Institute's activities have increased the awareness of that need. ED 061 497.

261. University of Utah. *Higher Education Administrators' Institute for Teacher Training in Adult Basic Education Workshop.* Salt Lake City, Utah, 1971.

A workshop held on September 7, 8, and 9, 1970, was the second part of a three-part program which aims to organize and develop adult basic education (ABE) teacher preparation programs in institutions of higher education. The goals of the workshop were to: (1) inform participants about the need for professional preparation in teaching Adult Basic Education; (2) inform participants about research relevant to organizing teacher education programs; (3) help participants develop in-service training plans that they could use at their respective institutions; (4) help participants develop measurement and evaluation skills with which they could judge their own Adult Basic Education programs; and (5) provide a place for participants to exchange ideas, opinions and findings, and to develop specific plans of action to initiate at their institutions. The 32 participants in the workshop were from 26 institutions from 20 states west of the Mississippi River. The four papers presented at the workshop were: "A Report on Reaching the Undereducated in Salt Lake City" by Suzanne Weiss, "Report of the Southern Regional Education Board Project in Adult Learning by Charles E. Kozoll, "Theories of Adult Learning for Teachers of Adults" by Howard Y. McClusky, and "Developing a Theory of Adult Teaching" by Jack Mezirow. Material discussed in question and answer sessions is also presented. ED 061 495

262. University of Utah. *Proceedings: Higher Education Institute for Teacher Preparation in Adult Education.* Salt Lake City, December, 1971.

The workshop held in Salt Lake City, Utah, on December 13-15, 1971, was the second phase of a program to encourage and assist institutions of higher education in western and midwestern states to establish or expand programs in teacher preparation for adult education. Twenty-three states sent 28 representatives from 25 institutions of higher education and 15 representatives from state departments of education. Discussion centered on establishment of clear-cut goals, teaching effectiveness, organization and financing of adult education teacher preparation programs, foundation funds as a possible source of funding, adult education curriculum building, the role of state departments of education, and human relations development and adult teacher education. Appendices include the agenda, staff of the institute, members of the advisory committee, and a list of participants. ED 061 504

263. Verner, Coolie and Davison, Catherine V. *Physiological Factors in Adult Learning and Instruction*. Research Information Processing Center, Department of Adult Education, Florida State University, Tallahassee, October, 1971.

This monograph discusses the physiological condition of the adult learner and how it may affect successful achievement in learning and proficiency in performance. Adult educators are cautioned concerning accentuating difficulties due to the physical condition of the learner by ways in which they manage instructional conditions established in the learning situation. Vision and hearing provide the major access to the mind for learning stimuli; and alterations in the conditions of learning and adjustments to instructional processes can reduce interference with learning arising from vision/hearing deficiencies. The adult educator can help the learner by: helping him select learning objectives appropriate to his physical condition; helping him understand the nature of his physical difficulties, especially if it gives rise to an emotional state; and helping him overcome such interference with learning. (Document not available from EDRS.) ED 079 586

264. Verner, Coolie and Davison, Catherine V. *Psychological Factors in Adult Learning and Instruction*. Research Information Processing Center, Department of Adult Education, Florida State University, Tallahassee, October, 1971.

This monograph deals with psychological factors that are particularly relevant to adult learning situations. The internal conditions prerequisite to learning are: motivation to learn, attentional set, state of developmental readiness and a conducive-to-learning environment. The probable stages of learning are defined and discussed, as well as ways to increase retention of material and to plan a learning experience. The planning of learning experiences includes identifying instructional objectives, selecting and arranging learning tasks, determining the most appropriate learning behaviors and making provisions for the measurement of achievement. ED 079 585 (Document not available from EDRS.)

265. White Plains (New York) Adult Education Center. *Readings on Adult Education: 10th Conference of 100+ Proceedings*. Commission on Adult Basic Education, Adult Education Association of the USA, Washington, D.C., 1971.

Proceedings of the 10th Conference of 100+ in New York City, which focused on Adult Basic Education, comprise this document. More than 150 participants and guests from 23 states and Canada attended the conference. Part I of the proceedings reports on the various sessions. The 45 papers presented at the conference are provided in Part II. The titles of the papers are as follows: The Need to Share; Psychosocial Formulations: Rural Appalachia; Total Experience Learning; Adult Continuing Education Staff Development: A Regional Approach; Professional Growth and Evaluation of ABE Teachers; English as a Second Language; Individualized Training for Teachers of English as a Second Language to Adults; An ESL Training Paradigm; Measurement of Student Progress; Gimmicks, Gadgets or Guarantees; Individualized Instruction; Learning Laboratories as Instructional Goals; New Horizons in Curriculum; Volunteers in Literacy Programs; The Value of Effective Volunteers; Instruction in GED Programs; Instruction in the High School Equivalency Program; Designing Instruction for Student Needs; Evaluation Related to Objectives and Goals; Job-up-Grading and Pre-Employment; New Horizons in Individualized Adult Training Systems; Education for Becoming; The Adult Basic Education Teacher's Role in Curriculum; Guidance Service to the Teacher; and The Team Approach in M.D.T. Guidance. ED 070 935

266. Wright Institute. *Adult Basic Education Teacher Training Institute: Problems of the Urban Poor, Particularly the Urban Poor White. Final Report.* Berkeley, California, August, 1971.

The focus of a two-week summer institute for 77 Adult Basic Education (ABE) teachers, administrators, and counselors from the western United States, Hawaii, and Alaska, was on the problems of the urban poor, with emphasis on the urban poor white. Major emphasis was placed on nonlearning problems of the urban poor. Problems examined were: (1) the economic, sociological, psychological, and environmental conditions of poor whites; (2) planning and organizing flexible adult education programs; (3) developing successful and innovative adult programs; (4) counseling the urban poor, especially the counseling role of the ABE teacher; (5) curriculum directions emphasizing student needs that go beyond the classroom; and (6) professional growth of adult education teachers. Poor white "grass roots" community workers were a major learning experience for participants; other speakers were recognized experts in particular problems of the urban poor. Lecturers were followed up with small group seminars and self-study groups. The major need of institute participants was to better understand the life style, needs and aspirations of their students so that ABE training can proceed. Three-fourths of the participants found the institute valuable. Approximately 80 pages consist of speaker bibliographies, annotated curriculum materials, and institute agenda and forms. ED 101 120

267. Zinn, Lorraine M. *Pre-Service Training for New Teachers of Undereducated Adults.* University of Wisconsin-Milwaukee, August, 1971.

The purpose of this position paper is to outline eight training sessions designed to prepare new teachers to work with undereducated adults. For each training session, objectives, suggested methods and procedures, evaluation and follow-up, and resource materials and teaching aids are given. The paper also makes recommendations on training format.

268. *Adult Education. Annual Report, National Advisory Council on Adult Education.* Washington, D.C., March, 1972.

Recommendations of the President's National Advisory Council on Adult Education are the subject of this first annual report. The activities of the council during its first year are listed. Recommendations for action are: (1) higher budget priority for adult education in fiscal year 1973, and the development of a comprehensive Adult Education Act; (2) a single agency to be held accountable for the coordination of all adult education services financed by the Federal Government; (3) career-oriented education for adults; (4) reactivation of G.I. educational benefits; (5) development of a national plan for adult education programs in correctional institutions; (6) expanded use of local educational facilities to include adults; (7) establishment of educational programs of substance for the senior citizen; and (8) the president establish a bicentennial year White House Conference on adult education. Appendix A to the report presents data from federally supported adult basic education programs (ABE). It includes a brief review of 309(B) and (C) projects, and statistics from adult basic education programs. Appendix B presents charts and tables of instructional sources of adult education; adults as full time students; level of education; White and Black adults; and education and income; White and Black adults. ED 060 435

269. Aker, George F. *Improving Education for Older Adults — Third Leadership Development Institute.* Department of Adult Education, Florida State University, Tallahassee, 1972.

This summer institute, whose participants included school and non-school personnel involved in counseling and programming for senior citizens, was the third in a series of three such workshop seminars. Purpose was to develop and improve educational programs and processes for the older person (not solely through a classroom situation, but through other media and in other forms, as well). Another objective was to emphasize the need for inter-institutional cooperation and collaboration involving all agencies dealing with the older citizen. Speeches made are reproduced; reports from county groups are included. There is a detailed summary-evaluation. Follow-up on this third institute is planned to gauge the effectiveness of the institute. ED 064 592

270. Aker, George F. and Hanberry, Gerald C., eds. *Strategies for Decision-Making in Adult Basic Education. Final Report of Phase II of a National Training Institute for State Directors and Other Administrators of Public School Adult Education.* Department of Adult Education, Florida State University, Tallahassee, 1972.

Phase II of an institute aimed at improving decision-making skills of the participants (State Directors, ABE Coordinators, Assistant State Directors, Special Project Directors and Assistant Directors) so as to enhance the management of Adult Basic Education in the U.S. and its territories is discussed in this report. Part I of the report describes the setting or environment of the institute, the participants, objectives, findings, conclusions, and recommendations. In part II, the design and models used in implementing and evaluating the institute are discussed and analyzed. The training model "Learning by Objectives" is presented as a flow chart and discussed. The development of a model "An Approach To Decision Making" is described. The data collected in measuring the objectives and in analyzing related aspects are discussed in part III of the report. This part also includes the Individual Post-Conference Evaluation Data Analysis and the results of learning-group and staff reviews at the conclusion of the institute. Part IV identifies some of the critical factors and limitations related to both success and failure of the institute. The six appendixes are (1) The daily schedule, (2) Staff and participant roster, (3) Sub-contracts and reports, (4) Post-institute evaluation form, (5) "Twelve Angry Men" rating form, and (6) Progress reports issued during the project year. ED 064 578

271. Arizona State University. *Adult Basic Education Communication Skills Institute. June 21, 1971-July 16, 1971; Follow-up to August 31, 1972. Final Report.* Tempe, Arizona, 1972.

The document is a collection of materials related to a four-week summer institute for the training of teachers of disadvantaged and/or Spanish-surname adults. The focus of the program was communication skills, primarily the teaching of reading and of English as a second language. A secondary emphasis was on training teachers to develop flexible curricula for the target population. In addition, a week-long interaction analysis workshop was conducted to aid teachers in evaluating teaching effectiveness. A brief introduction indicating the scope of the program is followed by a five-page calendar of activities, an indication of materials and equipment utilized, and an estimated expenditure report. A section on evaluation concludes the main text; it records participants' comments and lists their suggestions for future institutes. The larger part of the document is comprised of appendixes; approximately half of these are such related materials as correspondence, application and evaluation forms, and news releases. Of special interest are the remainder of the appended materials, which constitute a supplement to the syllabus; half-a-dozen sample lesson plans and miscellaneous suggestions; and a 30-page listing of materials useful to the teacher of adults, with a 4-page directory of publishers. ED 101 105

272. Bailey, C. J. (compiler) and others. *Morehead Adult Basic Education Teacher-Trainer Reading Workshop, July 19-August 6, 1971. Final Report.* Appalachian Adult Education Center, Morehead State University, Morehead, Kentucky, May, 1972.

The workshop concentrated on the training of teacher-trainer teams in the areas of individualized reading and mathematics and the characteristics of disadvantaged adult learners. Each participant had an individual learning prescription for the three weeks based on his formal preparation, work experience, job responsibilities, own feelings of competence, and achievement on the pretest. Methods of instruction were lecture, small groups, programmed instruction, other individual work, demonstration and practicum experiences. A reading placement inventory was presented which enabled Adult Basic Education (ABE) teachers to quickly determine the reading level of a beginning ABE student. Through followup activities and on-site visits by the workshop staff, quantitative and qualitative information was gathered on the impact of the workshop on teacher training in Regions 4 and 6. Data collected on local workshop participant characteristics illustrated that more than half of the ABE teachers had no course work in reading or mathematics and had never attended an ABE institute or taken a course in ABE prior to the local workshop. (The participant pretest, workshop evaluation, and data on workshop participants are included.) ED 101 172

273. Baker, James P. 1970 *National Institute on Instructional Television and Adult Basic Education. Final Narrative Report.* University College, University of Maryland, College Park, February, 1972.

Activities conducted under a grant from the Division of Adult Education Programs, U.S.O.E., are reported on. The project included the 1970 National Institute on Instructional Television and Adult Basic Education and a variety of pre-institute activities and post-institute follow-up activities. State Directors of adult basic education or their equivalent in all 50 states were asked to send teams of two to four persons from their states. The faculty for the institute was selected for its expertise in specific areas, as well as for its general ability to work well together in conducting an effective, consistent and meaningful program. The institute lasted three weeks, with the first week focused on each professional group learning about the other's professional field. The second week and early portions of the third week were devoted to script preparation and actual production of television programs. At the end of the third week the teams developed goals for the utilization of television in their back-home situations. Follow-up activities were conducted. The institute was judged a success as a result of both formal and informal evaluation procedures. Ed 059 468

274. Berea College. *Student Taught Adult Basic Literacy Efforts.* Berea, Kentucky, September, 1972.

Student Taught Adult Basic Literacy Efforts (STABLE) is a program which uses college students to teach adults in rural Appalachia who have little or no educational skills. Thirty Berea College students who were given initial and in-service training in community relations and in methods and materials for teaching adults worked in 21 community locations. Emphasis was placed on recruitment of adult students and on the development of person-to-person relationships between teachers and students. Teaching was done in small groups, individual tutoring in homes, and using educational television, and was planned to be responsive to the needs of the participants. From August, 1971, to August, 1972, over 300 persons participated. Significant progress was made in subjects most often studied; during the spring term 60% of those studying mathematics advanced a year or more. Thirteen participants passed the GED test; five participants have been accepted by colleges and four are currently enrolled. The results show that functional illiterates and educational dropouts can be interested in education, that progress can be made by taking educational programs to the people; and that mature college students can be effective teachers. ED 068 796

275. Blatchford, Charles H., comp. and ed. *TESOL Training Program Directory: 1971-1972.* Teachers of English to Speakers of Other Languages, Georgetown University, Washington, D.C. 1972.

This directory presents up-to-date listings and short descriptions of forty-six (46) teacher training programs in the field of English as a Second Language (ESL). It was compiled to provide those interested in an ESL profession with knowledge of available programs. Information is current as of September, 1971. Each alphabetically listed entry includes: name of institution and department under which the program exists; name of program, degree offered, length of course of study, courses offered, names of full-time staff. Additional information regarding admission requirements, tuition, fees and aid information is provided. Following the alphabetical listings is a chart which graphically depicts what was explained in narrative, and includes further information on foreign language requirements, practice teaching, thesis and comprehensive examinations.

276. Brown, Edward B. and Dutton, Donnie. *The Summer of '72: An Assessment of the Adult Basic Education Institutes in Tennessee, 1972*. Memphis State University, December, 1972.

Three 2-week Adult Basic Education (ABE) Institutes were conducted in Tennessee during the summer of 1972. The three were an ABE Guidance and Counseling Institute, an ABE Materials and Teaching Institute, and an ABE Reading Institute. Each institute consisted of approximately 30 participants from the various regions of the state; and graduate credit was given for successfully completing each institute. The institutes served as teacher training sessions, with the participants expected to conduct regional in-service workshops during 1972-73 to disseminate information obtained in the institutes. Each of the institutes is discussed in some detail, with such facets as objectives, material covered, personnel used to facilitate learning, participants, and evaluation presented. The overall finding was that the three ABE institutes were successful. The appendix provides a copy of the evaluation form completed by the participants, as well as a copy of the Kropp-Verner Evaluation Scale. ED 070 949

277. Colorado State University (CSU) American Indian Adult Basic Education Teacher and Teacher Aide Training Project. *Terminal Report (June 30, 1973-December 31, 1972)*. Colorado State University, Fort Collins, 1972.

This program was designed to train teachers and aides working, or interested in working, in Adult Basic Education (ABE) programs on Indian reservations in 11 western and midwestern States. An Indian Advisory Council planned activities with Colorado State University staff. Plans involved an area-wide training institute at CSU to be followed by mini-workshops in each State or multi-State area and finally by reservation visits or on-site workshops. Workshops programs were designed to meet the expressed needs of teachers and aides. Where possible, Indian consultants conducted training. Individual competencies in the following were stressed: adult teaching and learning, cultural awareness and pride in heritage, and the subject areas of math, reading, social studies, and language arts. During an extension period, 16 consultant visits and/or workshops were conducted. Such topics as ESL, recruitment, motivation, curriculum, materials, consumer education, teaching techniques, and proposal writing were discussed. Evaluations from workshop participants showed that the most pressing problems in carrying out ABE programs on Indian reservations are motivation, recruitment, and materials. ED 075 700

278. Dutton, Donnie and others. *ABE Staff Development in Middle Tennessee*. Memphis State University, April, 1972.

The overall effectiveness of the educational experiences provided at three Middle Tennessee ABE workshops was determined. Two instruments were used to collect data from approximately 300 adult basic education personnel from all counties in Middle Tennessee; these instruments were a questionnaire and an evaluation scale. The participants' responses are presented under Profile of the Participants, Physical Facilities, Objectives, Program, Strengths, Weaknesses, and Overall Rating. Analysis of the data shows that the three workshops were successful. Appendices present a list of Staff and Resource Persons, the Program, a List of Participants, and Evaluation forms. ED 061 488

279. Dutton, Donnie and others. *ABE Staff Development in West Tennessee*. Memphis State University, January, 1972.

The overall effectiveness of the educational experiences provided at two West Tennessee ABE Workshops conducted in November 1971, excluding an objective measure of gain in knowledge, was studied. A questionnaire and an evaluation scale for use by workshop participants were administered to adult basic education personnel from all counties in West Tennessee. The primary objective of the two workshops was to acquaint the participants with what transpired in three adult basic education institutes held in the summer of 1971. The evaluative data show that the two workshops were very successful. Seven appendices present the following: Summary of Guidance and Counseling Session; Materials Handouts; Reading Handouts; Staff and Resource Persons; Program; List of Participants; and Evaluation Forms. ED 060 411

280. Essex, Martin W. and Bowers, Robert. *Action Implications in Adult Basic Education Programs*. Ohio State Department of Education, Columbus, 1972.

Eight articles covering different aspects of ABE programs and personnel developed and adapted from summer workshops comprise the body of this pamphlet. Articles cover action implications for ABE directors, ABE budget development, improving the quality of teaching personnel, interview techniques and training, reading skills in adult basic education, black dialect, ideas for ESL teachers, and meaningful lesson topics. ED 065 751

281. Grabowski, Stanley M., ed. *Paulo Freire: A Revolutionary Dilemma for the Adult Educator*. Syracuse University, Syracuse, New York, November, 1972.

A sampling of opinions about the philosophy of Paulo Freire as it relates to adult education comprises this publication. All of the contributors are engaged in the field of adult education. The contributors discuss their sentiments regarding Freire's theory of a "liberating" education, using literacy training to give unreachable people in the world some freedom. A quotational bibliography at the end of the publication gives a comprehensive selection of the body of literature by and about Freire. ED 068 819

282. Hensley, Bonnie. *In-Service in Reading: Adult Basic Education*. University of Southern Mississippi, Hattiesburg, 1972.

This handbook is an outgrowth of a class conducted for new teachers in the field of adult education. Materials presented in this handbook can be used for in-service training or credit courses, depending on the format of presentation. There are nine topic sessions concerning the teaching of reading, ranging from a history of reading to teaching word analysis, vocabulary and comprehension, and evaluative techniques. Each session outlines purposes, procedures and activities, as well as suggesting additional readings and references. The time allotted for each session can be adjusted according to the goals and limitations of the training session.

283. Howard University. *Summary of the Adult Basic Education Institute for Teachers and Teacher-Trainers of Urban Adult Populations. Part II. July 26, 1971 - August 31, 1972*. Washington, D.C., 1972.

Contrary to the statement in the title, Part II of the summary of Institute proceedings is concerned with the period from August 7, 1971, to August 31, 1972. It reports the results of an opinionnaire taken the last day Institute participants were assembled at Howard and the uses to which the participants put their Institute experience after they returned to their places of work. The opinionnaire results indicate some of the value assumptions, personal perspectives, and understandings Institute members had about American society and of the problems of disadvantaged adults. Follow-up workshops were held at four locations. The presentations given at the Washington, D.C., workshop and a summary of the two Baltimore, Md., workshops are included. Responses to a questionnaire, "Summary of Uses of My Howard University ABE Institute Experiences", are presented according to the following categories of respondents: (1) teachers of regular ABE classes; (2) teachers of classes other than regular ABE classes; (3) teachers of GED or high school equivalency classes; (4) teachers of English as a Second Language; and (5) administrative and supervisory personnel. ED 099-671

284. Ingalls, John D. and Arceri, Joseph M. *A Trainers Guide to Andragogy, Its Concepts, Experience and Application*. Data Education, Inc., Waltham, Massachusetts, 1972.

This guide was designed for the personal and professional development of staff trainers and manpower administrators in state and local SRS-related agencies. It is composed of three major parts: Part One-Concepts for Adult Learning - introduces basic ideas central to the andragogical process of education. Part Two - Designs and Processes for Experience - is a Five Day Residential Workshop in which ideas in Part One can be lived, tested and evaluated. Part Three: For Continuing Application is designed to be shared with Workshop participants. Trainers may take back this section of the guide to assignments in the field to apply learnings gained from the Workshop. An annotated bibliography and selected references are given. ED 066 626

285. Kincaid, Harry V. and Rink, Dan L. *Preliminary Three-Year Plan for Adult Basic Education Staff Development*. Stanford Research Institute, Menlo Park, California, October, 1972.

U.S. Office of Education funding has been provided to Region Nine for fiscal year 1973 for an Adult Basic Education (ABE) staff development effort, aimed at improving the delivery of adult education services to meet target population needs and Federal program goals through preservice and inservice training of personnel engaged in adult education programs. The three-year regional plan establishes and coordinates a program of regional staff development activities to complement the State and territorial activities. Problem areas and training needs identified are: individual and cultural diversity of ABE population, lack of ABE career orientation, teacher qualifications, student turnover, assessment of student programs, coordination, participation of colleges and universities, leadership growth and development, counseling, and regional diversity. Existing staff and staff development activities of the region are considered, and the regional plan is outlined in terms of goals, components and activities, resource, and budget. The remaining 60 pages contain the staff development plans for the states in Region Nine: Arizona, California, Hawaii and Nevada. For each, an overview is provided, needs are discussed, and objectives are listed. Plans for remaining territories in the Region are being prepared. ED 101 121

286. Kozoll, Charles E. "Response to Need: A Case Study of Adult Education Graduate Program Development in the Southeast." *Occasional Papers*, No. 28. Publications in Continuing Education, Syracuse University, New York, March, 1972.

This monograph examines the motivations behind graduate program expansion, the initial results of that expansion and some of the unresolved questions that currently defy solution for 16 participating universities. It appears that the motivation of graduate study programs was geared to meet a critical training need in the southeast, and the drive to establish programs superseded the integration of the staff with its leadership (presidents and deans) at the participating institutions, making the emergence of masters' degrees an unexpected problem. The first year of program development is described in five categories concerning the type of program: (1) already established programs, (2) just beginning programs, (3) new programs, (4) programs at racially-mixed institutions, and (5) late-starting programs. There were several common trends noted in the sixteen universities ... accelerated movement toward graduate degrees or minors in adult education; positive initial experience for ABE teachers followed by dissatisfaction due to the fact that professors couldn't give answers to specific problems; reliance on established course topics and degree sequences and failure to examine new training approaches. Several gains were also noted: increased staff and programs, strengthening of black/white institutional cooperation, increase of off-campus activity and a definite regional orientation. This first cooperative regional system brings a new look to the field though more needs to be done. ED 059 494

287. Kreitlow, Burton W. *The Researchers Role in Facilitating an Interface Between Research and Practice in Adult and Continuing Education*. University of Wisconsin - Madison, 1972.

The researchers' role in moving research outcomes to practice is approached from a practical rather than a theoretical standpoint. The roles researchers have played are: (1) the researcher who conducts studies, writes official reports, and leaves the use of the findings to others; (2) the professional who reports his findings in journals and at professional conferences; and (3) the educator and change agent who considers teaching and public service, as well as research, aspects of the profession. Those accepting the third role accept the idea that interface between research and practice is the researcher's responsibility. Three essentials in bringing about an interface between research and practice are: (1) the research must be relevant to the practitioner; (2) the researcher must be involved in the practice of adult education; and (3) the researcher must communicate research plans, practice and research results to the practitioner. Means of dissemination suggested for the third objective are writing, film, TV video-tape, radio, result demonstrations, models, reports at conferences and inservice programs, personal conferences, and teaching. ED 073 335

288. LaForest, James R. *A Model for Program Planning in Adult Education*. Southern Regional Education Board. Atlanta, Georgia, 1972.

This planning model identifies 11 major areas needing consideration in planning an adult education model. The model was tested through five simulations which would represent the following types of adult education programs: rural one-man operation, rural three-man operation, urban rural operation, state operation serving more than 1.5 million people and statewide non-teacher planning level using a coordinator team. The model is discussed according to analysis of each descriptor and the tasks it may involve. Concrete examples are also provided so that this model may be used as a training background for any person wishing to use the model with inexperienced planners and users. Also discussed are the following areas: administrative and organizational functions for coordinators, staff development specialists, state staff and consultants; functions which are of direct concern to teachers, learning center directors and other faculty members. ED 083 451

289. Lincoln University. *An Institute for Teachers and Teacher-Trainers in Adult Basic Education of Urban Adults: Final Report*. Jefferson City, Missouri, August, 1972.

The document is introduced by a summary of goals, activities, participants and other aspects of the institute. Chapter two, Background of Urban Adults, presents highlights of five lectures: African Heritage; Discovering Negroes in American History; Development of Urban Communities; Motivational Characteristics and Values of Urban Adults; and Racism in Urban Communities. Techniques of Teaching Urban Adult Learners, chapter three, presents Recruitment, Motivation, and Retention; Techniques in Teaching Urban Adults; Psychological Tests in Adult Basic Education; Techniques of Teaching Reading to Adults; The Language Experience Approach to Teaching Reading; Differences between Dialect Problems and Reading Problems; and Measuring and/or Evaluating Adult Reading Problems. Three models are presented in chapter four: Six-Step Program Planning Procedure for Adult Educational Activities; Six-Step Problem-Solving Procedure for Adult Educational Program Planning; and a 12-step Procedure for Program Planning of Adult Educational Activities. Chapter five evaluates the institute's objectives. Chapter six reports on participants' efforts to establish teacher-training workshops in their communities. Chapter seven gives a summary, conclusions, and four recommendations for teacher-training programs. A three-page bibliography and five appendixes related to institute activities conclude the document. ED 099 633

290. Lloyd, James H., ed. *A Handbook for Teachers of Adults*. Federal City College, Washington, D.C., 1972.

This handbook was prepared in an "Adult Learner" class at Federal City College with four purposes: 1) to provide teachers of adults with a historical perspective of adult education, 2) to present current trends in education for the educationally disadvantaged adult, 3) to stimulate teachers of adults to "get involved" and 4) to present teaching methods and approaches which make content relevant for the adult learner. Special sections are devoted to teaching the elderly adult and members of adult minorities, to grading systems and to the use of "visuals" and other teaching aids.

291. Luke, Robert A. *The Role of the Professional Association in Continuing Professional Education*. 1972.

A discussion of those programs and activities of institutions of higher education, of employers and of professional associations which involve some sort of joint action or a collaborative effort on the part of any combination of these elements is presented. The focus of this discussion is on those training programs which require released time, depend upon cooperative decision-making patterns, and are clearly aimed at systematic career development. The three major forces — the university, the professional association and the employer — are frequently completely separate and unrelated to each other. Brief description is given of the Adult Basic Education Professional Staff Development Program in the Southeastern states and administered by the Southern Regional Education Board. There were two main elements of the program plan: (a) a major role for higher education institutions, and (b) a leadership role within each state for the state adult education director of each state and for other state education department personnel. It was found that the process of sharing resources, planning together, and of learning from each other can take place only within a deliberately developed intellectual climate which supports fact-finding, systematic problem solving, and rational self-evaluation. ED 069 946

292. McKee, John M. and Seay, Donna M. *The Use of Individually Prescribed Instruction for the Disadvantaged*. Technical Education Research Center, Montgomery, Alabama, 1972.

The adaptation and use of individually prescribed instruction (IPI) in Adult Basic Education for the disadvantaged are discussed. The discussion describes a model IPI system (The Draper Model); recommends certain considerations if it is to be used successfully; and shows that programmed instructional (PI) materials work best in a learning system where individually prescribed and managed instruction is the goal. The basic steps employed in the use of IPI materials are described. The use of contingency management in creating a total learning environment is discussed and illustrated with an experiment in which contingency management was used in an attempt to increase the production of 16 prison inmates who were studying PI materials. It is concluded that IPI works; it is being shown at the Draper Correctional Center, in Adult Education programs, and in programs for the socioeconomically disadvantaged. Recommendations for those who are planning or operating an IPI system are provided. These are: (1) Learn the underlying theoretical principles of IPI; (2) Recognize benefits of IPI; (3) Recognize that IPI has limitations; (4) Involve the trainee in planning and operating the program; (5) Relate basic education skills as closely as possible to occupational goals and work; (6) Use small instructional units or modules; and (7) Employ paraprofessionals to assist in the training system. ED 059 432

293. McNinch, George H., ed. *Questions and Answers in Adult Basic Education*. Reading Center, University of Southern Mississippi, Hattiesburg, 1972.

This booklet serves a two-fold purpose. The questions and answers recorded are transcripts of discussions at in-service seminars involving the University staff and teaching personnel of various ABE programs. Second, the questions and answers are designed to serve teacher and in-service trainers in guiding teaching sessions concerning the role of reading in adult education. A most appropriate use of these questions and answers would be utilization as seminar guides for further in-service sessions. The sessions can be expanded or reduced in context, time and sequence, depending on the specific goals of variations of a particular training session.

294. Martin, McKinley C. and others. *A Handbook for Adult Basic Education Teacher Trainers*. 1972.

This handbook was written as a tool to acquaint teachers and trainers with the numerous existing programs to train the under-educated adult. Part I: People and Programs, deals with looking at clients in Adult Basic Education programs and becoming acquainted with some Federal efforts in the field. Part II: Approaches to Teaching the Undereducated, deals with some approaches to teaching those clients identified in Part I. Part III: Material Preparation, deals very lightly with the making of materials. ED 067 554

295. Miller, Harry G. and Buser, Robert L. *Developing the Individual in The Adult Classroom. An Experimental Instrument Designed for Adult and Continuing Education*. College of Education, Southern Illinois University, Carbondale, 1972.

A self-instructional program in which teacher participants are asked to work individually as well as in groups is presented. Directions are provided for each activity. The program is divided into four major sections: (1) The Role of Adult Education, (2) Techniques for Building a Positive Self-Image, (3) Self-Application of Techniques, and (4) Behavioral Adjustment. ED 070 961

296. *A Model Program to Instruct Manpower Training Personnel in the Selection and Application of Remedial Instructional Materials to Meet Individual Trainee Needs. Phase I Report*. Technical Education Research Center, Cambridge, Massachusetts, June, 1972.

The long-range goal of this program was to develop a sufficient number of qualified personnel to establish and operate individualized Manpower Training (IMT) systems for disadvantaged and handicapped youths and adults. The objectives were to: (1) develop instructional materials and procedures using a programmed instructional process; (2) train several groups of administrators, counselors, and teachers who are involved in on-going manpower programs to use an IMT system in basic remedial education; (3) develop prototype materials for a mechanical occupational cluster, which will integrate the prevocational and occupational plan with basic remedial education in a total IMT system; and (4) conduct a continuous monitoring of the staff training program during development, assess its impact, and provide observational analysis factors which appear to be related to the success of program implementation. The products and materials prepared during the project were either completely developed or modified to fit in the IMT system. The IMT system staff were provided individualized staff training courses in the use of basic remedial guides in establishing individualized basic remedial instruction in learning resource centers; in developing a diagnostic profile for each trainee; in developing an individual training plan for each one; and in evaluating the progress of the trainees. The products prepared were printed materials (5 guides and 1 programmed lesson) and tape-slide modules. The findings of the project clearly demonstrate that it is possible to train staff to establish and operate an IMT system within a short time by use of individualized instruction. ED 072 316

297. National Advisory Council on Adult Education. *Adult Education Associations and Organizations*. Washington, D.C., November, 1972.

A representative spectrum of voluntary organizations in the field of adult education is contained in this directory. Criteria for an organization's listing were (1) attendance at the adult education galaxy conference in 1969, (2) membership in the coalition of adult education organizations, (3) the existence of adult and continuing education as a real and primary concern, and (4) inclusion in various directories of associations available in educational libraries. The organizations are listed alphabetically, and each entry includes organizational intent, services, publications, and contact information. ED 068 830

298. Nebraska State Department of Education and University of Nebraska. *Adult Basic Education Teacher Workshop, July 17-28, 1972*. Lincoln, July, 1972.

The Adult Basic Education Teacher Workshop was a two-week program designed to increase the competencies and skills of people involved in teaching the undereducated adult. Biographical information on the 30 participants is broken down according to sex, age, level of completed education, geographical residence, area of professional experience, and teacher work experience. Participants assisted in determining program content and objectives through diagnosis of their own needs. They were assigned two major tasks: to learn to handle all seven pieces of audiovisual equipment and to develop a plan that they could use in their local teaching area. Summaries of lectures by resource persons are provided. The program was evaluated through: continuous assessment of pre-testing and post-testing; evaluation forms completed by participants on the last day; and observations made by the workshop director. Successful and unsuccessful aspects of the workshop are discussed, with suggestions for improvements. All relevant forms, questionnaires, and other informative material used in the workshop are presented in the body of the report or in Appendices A-F. ED 070 942

299. New Mexico State Department of Education and University of New Mexico. *Summer Institute for Adult Basic Education Teachers of Spanish-Speaking Adults: July 12-30, 1971. Final Report*. Santa Fe and Albuquerque, New Mexico, August, 1972.

The University of New Mexico conducted an Institute for Adult Basic Education Teachers with the goal of encouraging the approximately 100 participants, all teachers of Spanish-speaking adults, to integrate their previous knowledge and training with the information, materials, ideas, and techniques presented at the institute, to make them more effective teachers. The main goal was accomplished through the instruction related to the institute's program objectives: (1) how to write and utilize behavioral objectives which will improve their teaching; (2) instruction in the techniques of microteaching; (3) to aid in the understanding and appreciation of the sociopsychological realities and problems of the Spanish-speaking adult; (4) instruction in the most effective methods of teaching English as a second language and teaching reading skills in an integrated program; and (5) the utilization of the personal growth curriculum in order to meet individual needs. To attain these objectives, the institute's program concentrated on the subject areas of cultural awareness, personal growth curriculum, English as a second language, reading, and guidance and counseling. One of the most important by-products of the institute was the development of a reading kit for beginning ABE teachers, which is briefly outlined at the conclusion. ED 101 168

300. Oregon College of Education. *Teacher-Training Institute. Final Project Report*. Monmouth, Oregon, September, 1972.

Sixty teachers and supervisors from eight western states attended a two-week training institute for teachers of Adult Basic Education who were working in Indian and Eskimo areas. Only 10 percent of the participants had prior training or experience in the area. The Institute's purpose was to acquaint teachers with the characteristics and motivational patterns of traditional American Indian culture and its relationship to the dominant Anglo-American society. A participants' evaluation indicates on the basis of 42 responses that the institute was quite successful. The institute introduced problems of adult education for the disadvantaged and emphasized the development of motivational skills. Such topics as use of native materials, curricular materials, ABE and the reservation resources were examined through lectures, discussions, and field trips. The directions and needs of these ethnic groups, social and economic conditions inhibiting educational opportunity, and the goals of Indian activists are discussed. R. E. Stake's evaluation model to assist ABE directors in systematic information collection and decision-making is described at length. Recommendations are made for continued work among urban Indians, increased ABE programs in Alaska, and publication of Indian curricular materials. ED 101 153

301. Pepperdine College, Center for Urban Affairs. *Urban Adult Basic Education Special Teacher Training Institute. Final Report.* Los Angeles, California, June, 1972.

The report covers the activities, data, and data analysis of the institute. The institute was directed to 100 teachers and supervisors of Adult Basic Education (ABE) in Regions 8, 9, and 10 to acquaint them with the needs and problems of black urban adults. The two-week program was composed of two parts: (1) field trips, short lectures, and presentations to the group as a whole and (2) small group workshops. Since not all participants worked with urban blacks, general methods were presented which, it was hoped, could be used with other ethnic or cultural minorities. Various data were collected in pre- and post-tests, follow-up mail evaluation, and personal in-depth interviews with institute participants to determine the validity of institute assumptions, aims, and goals. The data indicated it is possible, at least in the short run, to effect a positive change in the attitudes of ABE teachers toward their students. The value of presenting this kind of institute early in an ABE teacher's career was demonstrated, and it was recognized that a combination of cognitive and behavioral input is needed to orient ABE teachers toward teaching adults. Appendixes include the institute schedule and the evaluations and data. ED 101 122

302. Popham, W. James; Baker, Eva; Millman, Jason and McNeil, John D. *Teaching Improvement Kit: Form A - Adult.* Instructional Appraisal Services, P.O. Box 24821, Los Angeles, California, 1972.

One in a series of three teacher-training publications that can be used interchangeably and that are of equivalent difficulty, this one concentrates on three mini-lessons as follows: 1) Types of Educational Evaluation Data; 2) Types of Validity, and 3) A Developmental Sequence of Behavior for Educating Emotionally Disturbed Children. The kit contains suggestions for its use in pre-service and in-service teacher training programs, general strategies for making teaching more effective, sample post-tests which not only measure the attainment by the learner of the specified skills and knowledge, but ask him to rate teacher-effectiveness and the ability to engender and sustain interest. Answer keys to tests are in the back of the book. Basic aim of the kit is the improvement of teaching skill and teaching effectiveness as measured by the teacher's ability to accomplish pre-specified instructional objectives. The mini-lesson has been chosen as the vehicle.

303. Popham, W. James; Baker, Eva; Millman, Jason and McNeil, John D. *Teaching Improvement Kit: Form B - Adult.* Instructional Appraisal Services, P.O. Box 24821, Los Angeles, California, 1972.

Second in a series of three teacher-training publications that can be used interchangeably and that are of equivalent difficulty, this one concentrates on three mini-lessons as follows: 1) Physical Evidence Categories in Social Science Research; 2) The Concept of Identity; and 3) Evaluation Designs. The kit contains suggestions for its use in pre-service and in-service teacher training programs, general strategies for making teaching more effective, sample post-tests which not only measure attainment by the learner of the specified skills and knowledge, but ask him to rate teacher-effectiveness and the ability to engender and sustain interest. Answer keys to the tests are in the back of the book. Basic aim of the kit is improvement of teaching skill and teaching effectiveness as measured by the teacher's ability to accomplish pre-specified instructional objectives. The mini-lesson has been chosen as the vehicle.

304. Popham, W. James; Baker, Eva; Millman, Jason and McNeil, John D. *Teaching Improvement Kit: Form C - Adult.* Instructional Appraisal Services, P.O. Box 24821, Los Angeles, California, 1972.

Third in a series of three teacher-training publications that can be used interchangeably and that are of equivalent difficulty, this one concentrates on three mini-lessons as follows: 1) A Model for an Urban School; 2) Theories of Intellectual Structure; and 3) Contemporary Curriculum Evaluation Prototypes. The kit contains suggestions for its use in pre-service and in-service teacher-training programs, general strategies for making teaching more effective, sample post-tests which not only measure attainment by the learner of the specified skills and knowledge, but ask him to rate teacher-effectiveness and the ability to engender and sustain interest. Answer keys to the tests are in the back of the book.

305. Pumerantz, Philip. *An Institute to Prepare Local Urban Adult Basic Education Administrators and Teachers to Become ABE Teacher Trainers: June 1, 1971 - May 31, 1972. Final Report.* College of Education, University of Bridgeport, Connecticut, 1972.

The 12-month federally funded project at the University of Bridgeport, Connecticut was designed to prepare adult basic education (ABE) administrators and teachers (serving urban Puerto Ricans, blacks, and whites) to become teacher trainers. Focus was on building a multi-regional teacher capability in ABE through teacher training models. Phase one involved program planning and pre-conference orientation of participants and resource personnel. A three-week on-campus workshop, phase two, centered on an in-depth study of learning modules selected by the participants. Modules selected pertained to: the nature of the undereducated urban adult learner, communication, fostering positive self-perception of urban ABE students, micro-teaching, methods and diagnosis of ABE teaching, teaching English as a second language (ESL), and diagnosis of local needs and program development. Phase three, designed to actualize the urban teacher training developed during the previous phase, proved to be the most significant part of the project. Through a task team capability delivery system, programs were launched in: Bridgeport; Raleigh, North Carolina; Amherst, Massachusetts; Glenmont, New York. An important outcome of the project was model dissemination at local, state, regional, and national levels. One-third of the document consists of appendixes providing supplementary institute program information. ED 101 194

306. Pumerantz, Philip and others. *Teacher Training Models: A Guide for Adult Educators in Developing Their In-Service Teacher Training Programs.* Department of Education, University of Bridgeport, Connecticut, 1972.

Part of a set of materials developed by participants of the Multiregional Institute to Prepare Local ABE Administrators to Become Trainers of ABE Teachers. (August 10-28, 1970). This unit is a collection of 19 teacher-training models developed during sessions of this conference. Six models are concerned with in-service training courses, six with pre-service training, three with both pre- and in-service workshops, two with the concept of individualized instruction, one with retraining of ABE teachers, and one with training personnel to teach in the prison system. Emphasis throughout is on reading skills teaching techniques within a context of good teacher-student relations. ED 061 478

307. Ryan, T. A. *Adult Basic Education in Corrections.* Education Research and Development Center, University of Hawaii, Honolulu, June, 1972.

The use of career-based adult basic education to achieve rehabilitation in persons in correctional institutions is discussed in this report. This program, based on a model design developed by corrections personnel, is a cooperative effort in teacher training, experimentation, demonstration, operation, and evaluation. Goals are defined, the model is implemented, and decision-makers are trained, all within the framework of the program's philosophy. ED 068 774

308. Ryan, T.A. *Adult Basic Education in Corrections: Training and Model Implementation.* Education Research and Development Center, University of Hawaii, Honolulu, August, 1972.

This paper develops a rationale for using a systems approach for inmate welfare, and defines personnel training and model implementation as two basic elements for an effective corrections system. The problem of inmate welfare is conceptualized, and the systems approach is defined. A process for producing a model and the process of producing and implementing a system are described. The Adult Basic Education in Corrections System is defined in terms of its two basic elements: personnel training and model implementation. The adult basic education in corrections conceptual model is presented. The implementation of the conceptual model in 115 delivery systems is described. The need for personnel training at regional and national levels as well as preservice and inservice training in institutions and agencies is stressed. The need for continued use of the conceptual model in creating delivery system designs and the concomitant need for initiation and operation of the systems in correctional institutions are emphasized. ED 068 773

309. School for International Training. *Teacher Training Workshop for TESL to Adult Speakers of French and English as a Second Language Workshop in Boston, Providence, Hartford. Final Report: July 22, 1971 - August 31, 1972.* Brattleboro, Vermont, August, 1972.

The final report presents descriptions of activities, procedures, evaluations, recommendations, and conclusions of two series of workshops undertaken to inform ABE teachers in New England of innovative techniques in teaching English as a second language (ESL). Workshop participants were introduced to fresh and provocative teaching methods that could be used creatively to stimulate student interest. Creativity and having teachers write their own language materials or adapt existing material to their own needs were emphasized. Part 1 of the report describes the Saxton's River and Presque Isle workshops for adult speakers of French, followup workshops, and evaluations and comments based on responses to a questionnaire. Appended are guidelines to ESL techniques, a transformation grid, a six-page bibliography, and a list of staff and participants. Workshops in Boston, Providence, and Hartford to improve classroom skills of ESL teachers are described and evaluated in Part 2, and guidelines to such ESL techniques as the Silent Way, action chain, controlled conversation, skits, vocabulary and spelling games are discussed. Participant lists are appended. Recommendations and conclusions regarding workshops, participants, and procedures conclude the report. Participants expressed positive results from the workshops. ED 101 147

310. Sherk, John K. and Mocker, Donald W. *A Study of Reading Methods and Materials Used in Adult Basic Education.* University of Missouri-Kansas City, March, 1972.

The purpose of this study was to determine the most popular methods, materials, and techniques used by adult basic education teachers in teaching reading, and the suitability of materials described. An attempt was made to assess the quality of the instructional material and to determine what types of teacher-made materials are used. The questionnaire used in the study also attempted to determine the beliefs teachers held about the importance of reading, and what books teachers believe every adult should read. ED 061 520

311. Southern Regional Education Board. *Revitalizing Adult Basic Education. A Three-Year Report of the Southeastern Region Adult Basic Education Staff Development Project.* Atlanta, Georgia, December, 1972.

The report cites the following program objectives as having been met and even exceeded: 1) state training plans for the region available in each state; 2) feeling of regional unity among ABE personnel; 3) increase in faculty, adult education courses and degree programs at higher education institutions, as well as increased inservice programs and full-time coordinators; 4) black institutions of higher education have assumed a prominent position in training ABE teachers; 5) the project has provided unity in solving training problems of ABE staff at all levels in the Southeastern region. The evaluation panel, after reviewing data and project results in relation to regional needs, recommended the seeking of federal funds to continue the regional effort, the production of district plans within each state for localized training, and the involvement of local teachers in planning in-service experiences. The panel concluded that the money received from federal/state sources has been well managed and produced significant and lasting benefits in the Southeastern region. ED 083 452

312. Spear, George E.; Zinn, Lorraine M.; Mocker, Donald W. and Sherk, John K., Jr. *Adult Basic Education National Teacher Training Study. Part I: Review of Literature.* University of Missouri-Kansas City, June, 1972.

This document is a compilation of 278 abstracts of documents related to teacher training in adult basic education and a 134-item unannotated bibliography of related documents. The literature review is to be used as a reference tool by adult educators at all levels, including classroom teachers, counselors, teacher trainers, and university faculty, program administrators, and researchers. This is the first in a series of four reports of a comprehensive national feasibility study of multiple alternatives for the training of adult basic education teachers and administrators. The major objectives of the total study are to determine the best practices currently in use, kinds of personnel trained, relative cost factors, and expressed needs in the field, as well as recommending a 5-year plan as a management tool to guide the Office of Education in its future planning, thinking, and funding of adult basic education teacher training projects. ED 065 787

313. Spear, George E., Zinn, Lorraine M., Mocker, Donald W. and Sherk, John K., Jr. *Adult Basic Education National Teacher Training Study. Part II: State of the Art.* University of Missouri-Kansas City, July 1972.

A national feasibility study of multiple alternatives for the training of adult basic education teachers and administrators is described in this report. This report, the second of four documents, presents the current state of the art in adult basic education teacher training. This document contains results of a survey of State Directors of Adult Education; financial data about federally funded training efforts; survey of model teacher training programs; and a survey of Federal agencies with adult basic education funds. Each section is followed by discussion and preliminary recommendations. The appendices contain the survey questionnaires. ED 068 771

314. Spear, George E., Zinn, Lorraine M., Mocker, Donald W. and Sherk, John K., Jr. *Adult Basic Education National Teacher Training Study. Part III: Survey of Needs.* University of Missouri-Kansas City, November, 1972.

This report is the third issuing from the Feasibility Study of Multiple Alternatives for the Training of Adult Education Teachers and Administrators and reports the results of a survey of needs in Adult Basic Education (ABE). Data were collected through on-site administration of survey instrument to 1,182 ABE/GED students, 123 teachers, and 22 local program administrators. Results include the following: (1) groups appear to disagree on the objectives of ABE/GED programs and on who should formulate objectives; (2) attending students appear to have more positive attitudes concerning ABE/GED programs than do teachers; (3) all groups tend to prefer traditional patterns of class organization and types of instructional materials; (4) students prefer to be grouped by interest, whereas teachers and administrators believe in grouping by achievement level; (5) more Orientals, Puerto Ricans and "other Latins" chose literacy education as what they wanted to get out of ABE/GED, while more Caucasians chose "pass GED"; (6) females chose GED training as their goal more frequently than did males; (7) teachers think specially trained full-time ABE/GED teachers are most successful with these students; administrators think elementary teachers are; and (8) almost half the administrators thought subject matter courses would be the most helpful additional training for teachers; only 12.2% of the teachers agree. ED 075 702

315. Sumner, Jack. *Adult Instructor Development Handbook.* Division of Vocational Education, Kansas State Department of Education, Topeka, May, 1972.

The purpose of the handbook is to serve as a guide and tool for instructors of adults. It uses a "learn-by-doing" approach and briefly covers the topics of preparation, plans, instruction tools, students, practice, methods and techniques, individualized instruction, speaking, and evaluation. Tests (performance, observation, oral, paper and pencil, and objective) are outlined along with comments on feedback and instructor development. Three appendixes provide a checklist for instructors, an abbreviated lesson plan form, and reading resources. ED 098 312

316. United Nations Educational, Scientific and Cultural Organization. *Director-General's Report on the Third International Conference on Adult Education.* October, 1972.

The Third International Conference on Adult Education in the context of life-long education was held in Tokyo from July 25 to August 7, 1972. Those attending the conference examined the following topics: main trends in adult education during the last ten years; adult education as a factor in the democratization of education and in economic, social and cultural development — its role and place in integrated educational systems within the context of life-long education; policies for the development of adult education; Planning, administration and financing; new methods and techniques; utilization of the major communication media; mobilization and training of personnel required for the expansion of adult education through international co-operation. This document, which contains the recommendations made by the conference, describes the broad lines and the results of its work and indicates to what extent and by what means these recommendations could be given effect in the organization's medium — and short-term programs, if the general conference so decides. ED 072 336

317. UNESCO. *International Conference on Adult Education (3rd, Tokyo, 25 July-7 August, 1972. Position Papers and Background Papers.* (United States Delegation.) Paris, France, 1972.

Position and background papers presented at a UNESCO Conference on Adult Education are provided. The first position paper presents the delegation's overall position on the various items on the agenda. The two other position papers concern the development of adult education through international cooperation (Intellectual Cooperation and International Aid). The background papers presented are: "Democratization of Education", "Adult Education as a Factor in Economic and Social Development", "Adult Education as a Factor in Cultural Development", "Adult Education in Integrated Educational Systems in the Context of Life-Long Education" (Synopsis only), "Planning, Administration, and Financing of Adult Education", "New Methods and Techniques: Utilization of the Major Communication Media", and "Mobilization and Training of Personnel required for the Expansion of Adult Education". ED 070 524

318. United Nations Educational, Scientific and Cultural Organization. *Third International Conference on Adult Education, Convened by UNESCO, Tokyo, 25 July-7 August, 1972. Final Report.* October, 1972.

The Third International Conference on Adult Education organized by UNESCO, met to: (1) examine the trends in adult education during the last decade; (2) consider the functions of adult education in the context of life-long education; and (3) review the strategies of educational development in regard to adult education. The final report of this conference contains: (1) Introduction: background and scope of the conference; (2) general report; (3) summary and main conclusions — concerning education and human needs, participation, use of the mass media, administration, organization and finance, and international cooperation; (4) reports of the commissions; and (5) recommendations — concerning, among other items, national policies for adult education, the aims of adult education, equal access to education for women, learning opportunities for the underprivileged, international action against illiteracy, and training of adult education personnel. Presented in the annexes are the agenda, opening speeches, statement by the Director-General at the close of the general debate, closing speeches, list of documents, list of participants, and list of officers of the Conference and commissions. ED 072 337

319. U.S. Office of Education. *Report of the United States Delegation to the United States Educational, Scientific and Cultural Organization International Conference on Adult Education (3rd, Tokyo, Japan, July 25-August 7, 1972.*

The Third International Conference on Adult Education focused on: (1) trends in adult education during the last decade, (2) functions of adult education in the context of life-long education, and (3) strategies of educational development in respect to adult education. The report of the United States Delegation covers the following topics: (1) title, site, and dates of the conference, (2) background, (3) agenda and schedule, (4) participants, (5) U.S. Delegation, (6) organization of the conference, (7) work of the commissions, (8) work of the conference, (9) future meetings, (10) Republic of Korea confrontation with Cuba, (11) activities of the United States Delegation, (12) conclusions of the United States Delegation, (13) conference summary and conclusions, (14) recommendations of the United States Delegation, and (15) annexes. ED 070 965

320. U.S. Office of Education. *Summary of Perspectives of Adult Education in the United States and a Projection for the Future. Report for the Third International Conference on Adult Education, Sponsored by the United Nations Educational, Scientific and Cultural Organization, Tokyo, Japan, July 25-August 7, 1972; Washington, D.C. 1972.*

Adult education in the U.S. today and its future are summarized. As it presently exists, adult education is said to be local in nature. A national adult education research project is currently being conducted to determine the performance requirements for adults in a postindustrial society. Adult education has been a strong factor in raising the expectations of the disadvantaged, and it has also been a tool in meeting some of these new expectations. Two educational concepts that grew in importance during the decade were career education and lifetime learning. Adult education is organized in many communities in connection with the elementary and secondary school system; however, in most communities, employers, churches, unions, military service schools, colleges, public libraries, correspondence schools, community agencies, and a wide variety of professional, proprietary, and voluntary institutions also provide adult education. It assumes such varied forms as courses taken for credit, informal instruction, on-the-job training, correspondence study, and discussion groups or demonstrations at home, in the shop, in the field, or in the office. The college or university has provided most of the training for adult educators. Among the estimated total population of 130,314,000 persons age 17 and over, 10.1% participated in adult education, and 8.1% were full-time students. Excluding full-time students, of the 119,719,000 eligible, 11% participated in adult education. Women outnumbered men in the population, but more men participated in adult education. A common concern for effective methods aids in a predicted massive growth in adult education.

ED 072 360

321. University of Chicago. *Teacher Training Conference: Adult Basic Education for Urban Clients. Final Report.* Chicago, Illinois, March, 1972.

The University of Chicago's Teacher Training Conference (August 1-13, 1971) provided for an examination of opinion and research from the field of adult basic education; practice in skill development and application; an experience of an urban community; and encounters which centered on personal, political, and educational ideology. This report describes the planning of the conference, the conference itself, and post-conference activities. An analysis of evaluation data is presented as is a general appraisal of the conference. Implications specific to conference planning are discussed under the following topics: Recruitment, Conference Planning, Formative Evaluation, and Inter-conference Communication. It is concluded that the Chicago Conference was a useful learning experience for most participants. Also, the self directed learning (SDL) Model used proved to be generally effective for most attendees, demonstrating the model's utility for short-term ABE Training. Appendixes present the conference roster; a Catalog: Adult Basic Education for Urban Clients; form letters and evaluation instruments; list of Publishers supporting the learning center; Materials and supplies given to conferees; Progress reports to State Directors; Sample SDL Project; and Conferees' Certificate Award. Thirty-one tables present data. ED 061 489

322. University of Hawaii, Education Research and Development Center. *Experimental Training Program in Adult Basic Education in Corrections. National Advanced Training Seminar, October 22 to 27, 1971; Regional Basic Training Seminars, January 2 to May 18, 1972.* Honolulu, July, 1972.

Phase III of an experimental demonstration program in adult basic education in corrections is reported. The two major program goals were: (1) training of selected personnel in use of models to achieve goals of adult basic education for correctional settings; and (2) evaluation of conceptual model and design of instructional delivery system models for adult basic education programs in correctional institutions. The system designed to accomplish the program goals included two major functions: personnel training and system design. Personnel training was effected through a National Advanced Training Seminar to train selected individuals for leadership and instructional roles and through seven regional seminars conducted to train selected persons in the basic use of systems approach to instruction of adult basic education in corrections. Two areas of activity were carried out in the system design function: (1) evaluation of the conceptual model of adult basic education in corrections, and (2) design of models for instructional delivery systems. Phase III resulted in advanced training of 37 individuals, basic training of 110 persons in systems approach to instruction of adult basic education in corrections, and design of 49 models of instructional delivery systems. Appendixes provide material related to both the National Advanced Training Seminar and the 1972 Regional Basic Training Seminars. ED 069 966

323. University of Utah, Graduate School of Education. *Higher Education Institute for Teacher Preparation in Adult Education. Final Project Report, 1970-1972.* Salt Lake City, Utah, 1972.

The Higher Education Institute for Teacher Preparation in Adult Education was established to provide leaders to teacher training programs in the western United States with the knowledge and skills necessary to organize and conduct teacher training programs in adult education. From August through October, 1971, qualified instructors from 41 institutions participated in the Institute; they then offered follow-up programs at local workshops, consortiums, and inservice training programs. The 1972 workshop was attended by state directors of adult education as well as participants from colleges and universities. These participants established new adult education training programs at their institutions. Appendixes include Institute programs and rosters. ED 068 776

324. Auburn University and Alabama State Department of Education. 1972-73 *Adult Basic Education Institute on Guidance and Counseling. Report and Planning Guide.* Auburn, Alabama, 1973.

This report, from a ten day summer institute on guidance and counseling in Adult Basic Education, contains information on how the institute was conducted with the theme being the teacher's "helping role" in the total ABE program. After reader is acquainted with the theme, procedures and objectives, various types of learning sessions for the 53 participants are described (individual study groups and laboratory experiences). During the institute participants noted main ideas and application of the ideas, which is the basis of a four-section summary: I. Guidance and Counseling, II. Occupational, III. Assessment, IV. General. The summary (included in this report) was sent to all participants as part of the follow-up study. Also included is a section on evaluation of the program plus Appendices of Guest Lecturers, Quotable Quotes and Panel Participants.

325. Boyd, Robert and others. *Adult Education Research Conference Papers* (14th, Montreal, Quebec, April 5-6, 1973).

The following papers were presented at the Adult Education Research Conference in Saskatchewan: (1) three channel theory of communication in small groups; (2) communicating with low income people: CSCS research; (3) focus on the future: futurology for correctional education; (4) using experimental design in educational research in a volunteer, informal adult education program; (5) a study of central personality and skill characteristics of the expanded food and nutrition educational program aides and homemakers; (6) testing knowledge about adult education; (7) implications of learning models for adult instruction; a comparative analysis; (8) a new dimension in program development theory; (9) motivational factors of adult learners in a directed self-study bachelor's degree program; (10) a methodology for the development of an ideal hierarchical position-centric role model; (11) an analysis of the need and form for comprehensive adult education associations; (12) cognitive structure and concept formation; (13) an evaluation of the expanded food and nutrition education program in Missouri; (14) the relationship between group process training and group problem solving; (15) measuring role acquisition by teacher aide in Head Start centers; (16) institutional change and the ghost of the past; (17) analysis of university service in adult education; (18) role theory used in West Pakistan; (19) supervisory effectiveness; (20) theory and research; (21) heuristic models of organization development. ED 078 270

326. Bryant, Antusa S. and others. *ABE Staff Development Needs Assessment in Minnesota: A Report*. Mankato State College, Mankato, Minnesota, July, 1973.

The needs assessment of adult basic education (ABE) in Minnesota touched on both the need for classes for ABE students and the need for training for ABE staff. Chapter 1 provides a summary of recommendations; chapter 2 gives a statement of the problem; and chapter 3 discusses the design, implementation and results of the needs assessment. The remaining 40 pages of the document consist of appendixes, including letters sent with questionnaires, copies of questionnaires themselves, and detailed discussions of questionnaire responses. ED 097 458

327. Colorado State University. *Interim Report: Region VIII — Project ACT First Year Report*. Fort Collins, Colorado, 1973.

This project serves as a catalyst for developing a self-sustaining regional adult staff development system. The project encompasses a six-state area, and program priorities are in-service training for personnel and participant (client) leadership. The project encountered a number of constraints in the first year of operation (financial limitation resulting in reduced training staff input); but it was felt that organizational and programmatic progress was significant. The primary emphasis for the coming year will be addition of personnel and continued involvement of the coordinated regional, state and local organization efforts. Appendix D of this report is Dr. Douglas Sjorgrens' evaluation of Project ACT (1972-73) based on his information plus observation and questionnaire analysis.

328. Colorado State University. *Project Communi-Link. Terminal Report*. Fort Collins, Colorado, June, 1973.

Communi-Link was designed to assist communities and states in planning and implementing comprehensive adult education and community improvement programs. The Communi-Link process encouraged the development and/or enhancement of "communication linkages" necessary for communities to assess problems, identify resources, and mobilize resources to meet local needs. Consulting assistance to the project was based on the project's primary objectives which focused on the following processes: (1) pilot community interorganizational communicative linkage systems, (2) state-community assistance networks (SCAN), and (3) diffusion-dissemination of project outcomes to both non-project and project states. The principle training experience used by the project was the simulation game, microville. Results include: (1) pilot areas reported a marked improvement in local communications, cooperation and coordination; (2) several project states made notable progress towards the development of state-community interorganizational linkage systems (SCAN); and (3) over 4,000 citizens participated in a total of 50 Project Communi-Link Multi-Media Dissemination Workshops. The Project was found to be a viable approach to community-wide program development. ED 078 278

329. Condon, Eliane C. "Introduction to Cross-Cultural Communication." *Human Relations in Cultural Context, Series C (Teacher Training Materials)*. Language-Culture Institute, Graduate School of Education, Rutgers, The State University, New Brunswick, New Jersey, 1973.

This booklet is No. 1 in a series which was prepared as a resource for the training of teachers of English as a Second Language to adults. It is an introduction to culture and general problems of cultural interference in communication. The role of culture, ethnocentrism, differences in perception of reality of different cultures are discussed, as well as the American, French and Hispanic world views and how they attribute to interference in cross-cultural communication. This essay would be most beneficial to teachers and students of ethnic minorities, bilingual education, English as a Second Language and migrant education.

330. Condon, Eliane C. "Conflicts in Values, Assumptions, Opinions." *Human Relations in Cultural Context, Series C (Teacher Training Materials)*. Language-Culture Institute, Graduate School of Education, Rutgers, The State University, New Brunswick, New Jersey, 1973.

This booklet is No. 3 in a series which was prepared as a resource for the training of teachers of English as a Second Language to adults. It discusses how knowledge of cross-cultural differences in values, attitudes and beliefs is essential to the achieving of effective inter-cultural communication. The teacher of adults is cautioned to examine his own beliefs, attitudes and values relating to what he teaches his students in order to aid them in adapting to a style of life which varies from that of their own culture. An open manner of teaching is necessary so that the learners are free to accept or reject the proposed change. In this respect, the objective is to convey to students the conviction that there are no "right" or "wrong" values, attitudes and beliefs; rather, there are appropriate or inappropriate ones as determined by the situational context. Also discussed are how values are learned and attitudes acquired and how adult educators can become aware of value and attitudinal content in their teaching. Hypothetical questions concerning value conflict situations are included, and the American and Hispanic concepts of time are utilized to demonstrate distortions that can occur at the intercultural level.

331. Condon, Eliane C. "Non-Verbal Communication." *Human Relations in Cultural Context, Series C (Teacher Training Materials)*. Language-Culture Institute, Graduate School of Education, Rutgers, The State University, New Brunswick, New Jersey, 1973.

This booklet is No. 4 in a series which was prepared as a resource for the training of teachers of English as a Second Language to adults. It describes the visual-auditory elements of non-verbal communication, namely kinesics, paralinguistic and metalinguistic signs. At present, no definite patterns of non-verbal communicative behavior have been established for any ethnic group; however, several sources are listed as being reference points for basic data gathered in selected, related areas. These sources purportedly provide basic instruction in interpreting extralingual signs, yet more research is required before practical findings may be effectively applied to classroom teaching. Language educators agree that kinesic signals are an integral part of verbal communication. Illustrations showing differences in how cultures shake hands, count, sit, demonstrate height and use eye contact indicate that if teachers and students are not aware of the meaning of kinesic signals, communication becomes distorted.

332. Condon, Eliane C. "Acculturation Problems in Adult Education." *Human Relations in Cultural Context, Series C (Teacher Training Materials)*. Language-Culture Institute, Graduate School of Education, Rutgers, The State University, New Brunswick, New Jersey, 1973.

This booklet is No. 5 in a series which was prepared as a resource for the training of teachers of English as a Second Language to adults. It is divided into two sections: one deals with acculturative problems of "immigrants", such as delayed rate and degree of assimilation and the effects of culture shock (when an individual is expected to live up to expectations and does not); the second part deals with educational failure of the disadvantaged, especially in terms of learning style and conflicts within the urban classroom. The need for bi-cultural education for adults is suggested based on two premises: non-conforming students are not inferior, but culturally different; and no one should be forcibly acculturated. The author feels that adult education teachers can be instructed concerning the impact and long-range effect of ethnoecological dysfunctions and play a significant role in making equal opportunity a reality.

333. Dell'Apa, Frank. *Educational Programs in Adult Correctional Institutions: A Survey*. Western Interstate Commission for Higher Education, Boulder, Colorado, 1973.

A national survey of adult correctional institutions was conducted by questionnaire in 1973 to obtain an accurate picture of the current status of the elementary and secondary levels, available to inmates. Questions were designed to obtain information regarding the degree of participation of inmates in such programs, the types of programs available, the previous educational attainments of the inmates, the resources available at the institutions for the educational programs, the numbers and types of training of the teachers, and the problems and needs of the institutions with regard to the education of inmates. Some information was received from 150 institutions, or 60 percent of those solicited; the geographic distribution of returns was fairly uniform. The data obtained from the survey is presented in tabular form with comments by the researchers. It is concluded that the baseline data reflected in the survey can serve as a basis for planning educational programs, both within institutions and from without, in order to reduce recidivism. ED 099 550

334. Fenley, Frank O. *Leadership Variations Within Colorado for Internship Learning Experiences*. Colorado Department of Education and Project ACT. Colorado State University, Fort Collins, July, 1973.

This catalog provides descriptions of intern activity in eleven programs in the State of Colorado. The programs cover adult basic education for obtaining high school equivalency diplomas, college extension, vocational and avocational training for prisoners, the physically handicapped and migrant workers. More specific programs center around industry's provision for employees, tutorial teaching, reading skills emphasis and experimental studies. The programs delineate intern activities such as: curriculum development, data collection, writing of proposals, budgeting, staff recruitment, community liaison and long-range planning. The internship generally covers a one-year span of time.

335. Gila River Indian Community. *Gila River Indian Community ABE Experimental Demonstration Project: Final Report, June 3, 1972-May 31, 1973*. Sacaton, Arizona, 1973.

The purpose of the project reported on and evaluated in the document is to develop new approaches in Adult Basic Education to motivate undereducated, alienated, and disadvantaged American Indian adults. The project is located in central Arizona, serving a population of about 8,000. High school-dropout rates, unemployment, alcoholism, and health problems are characteristic. One objective is to reach those considered unreachable by providing tutoring in a learning center, in jail, in an alcoholics' halfway house, and in participants' homes. Local residents were trained as staff, to perform tutoring and counseling functions. A six-week staff training program was supplemented by weekly in-service sessions with associate professionals. The report briefly outlines background, training procedures, the program's scope, evaluation methods, and conclusions and recommendations. Sample forms are appended. More than half the total document is comprised of an independent evaluation, which considers each of the project's specific objectives. Tables of data are provided on participants background and on their achievements in academic areas, as such data relates to the objectives. A new project year has been funded. ED 101 189

336. Grabowski, Stanley M., ed. *Research and Investigation in Adult Education: 1972 Annual Register*. ERIC Clearinghouse on Adult Education, Syracuse University, Syracuse, New York, January, 1973.

This annotated bibliography includes 528 items of research or investigation in adult education mostly dated from 1971-1972. They cover adult learning characteristics, program planning and administration, learning environments, instructional methods, curriculum materials and instructional devices, personnel and staffing, education of particular groups, program areas, professional and technical continuing education, management and supervisory development, labor education, occupational training, institutional sponsors, and international perspectives in adult education. An abstract is provided for each item. Included is an author index. In addition, an order blank for the ERIC Document Reproduction Service is provided. ED 074 333

337. Idaho State University. *Training Project to Assist in The Development of a More Positive Leadership Role for Tribal Education Committees in the Development and Administration of Reservation Adult Basic Education Programs: Final Report*. College of Education, Pocatello, Idaho, June, 1973.

The project was aimed at providing training and consultation to Tribal Education members and reservation adult education personnel so that reservation adult education (AE) programs could be more responsive to local needs. Primary project objectives were established to promote active involvement of the Tribal Education Committee, Tribal Council, and Indian people in setting up responsive AE program objectives in the six participating reservations in Washington, Oregon, Montana, Idaho, and Wyoming. Participant selection procedures are outlined, the roles of project personnel described, and the project management and activity schedule (July 6, 1972-June 2, 1973) are briefly reviewed. A summary and analysis of progress in fulfilling objectives for their individual AE programs is presented from each of the six participating reservations. Both internal and external evaluations of the project concluded that progress was made toward achieving the objectives: interpreting basic educational needs, developing a leadership that was more assertive and aware of services available to them, opening communications between tribal leaders, revitalizing tribal education committees, and finally, establishing confidence in adult education among Indian education leaders. The appendix offers a list of participating agencies, the selection model, evaluation forms, the activities plan, summaries of objectives, and a list of project personnel. ED 101 107

338. Jessee, B. E. and Long, Elvin, eds. *Counseling in Adult Basic Education: A Handbook*. University of Missouri-Kansas City, School of Education. May, 1973.

This handbook was prepared as a result of a two-week workshop for ABE counselors held at the University of Missouri-Kansas City during the summer of 1972. Its purpose is to assist Adult Basic Education staff members to increase their effectiveness in reaching ABE students. The underlying key to a successful ABE program is individualizing communication with the student. It emphasizes the team approach in order to help a student realize his potential. Specific guidelines for an ABE team include ways to know the community through several types of described surveys and referral agencies. The roles of team director, counselor, teacher, para-professional, students and others are discussed, as well as ways to individualize instruction and help students. Problems encountered by an experienced ABE team are presented; and the solutions to these problems which were offered are also described, to serve as a springboard for finding workable solutions for specific problems. Guidelines for a follow-up program conclude the handbook. ED 082 020

339. Kent, William P. *A Longitudinal Evaluation of the Adult Basic Education Program*. System Development Corporation, Falls Church, Virginia, 1973.

This study represents the first nationwide evaluation of programs funded under the Adult Education Act. Data were gathered across a variety of adult basic education programs (ABE) and a representative sample of 2300 program participants was studied longitudinally through a series of basic skills tests and interviews covering pre- and post-program income, work experience, educational aspirations, and opinions related to participants in ABE experiences. Information was also collected on program and classroom characteristics to form a basis for assessing the relationship between post-program performance and the kind of experience that enrollees received. This involved interviews with local ABE administrators and instructors regarding program costs, enrollee attendance, staff qualifications, instructional and guidance methods, and administrative procedures. Student evaluations of their ABE experiences and program and class cost data are analyzed. Methodological recommendations for future evaluations of adult basic education programs are discussed. The questionnaires in the study are included in the appendices. ED 085 418

340. Montclair State College. *HEW Region II Staff Development Project, First Year Interim Report: 1972-73*. Adult Continuing Education Center, Upper Montclair, New Jersey, 1973.

The first year report of the Health, Education and Welfare (HEW) Region 2 Adult and Continuing Education Staff Development Project administered by Montclair State College reflects the objectives and activities of New Jersey, New York, Puerto Rico, and the Virgin Islands as they sought to improve their staff development capability in 1972-73. The report is organized as follows: (1) a regional summary, (2) four State interim reports, (3) the Management Systems Manual, and (4) project survey recommendations. The regional summary provides an overview of the training aspects of the project. A table provides the number of preservice and inservice activities conducted, individuals trained, training hours, and cost per training hour. The four State interim reports present the status and accomplishments in terms of their individual applications of the nine specific project objectives. The Management Systems Manual provides a "management by objectives" design, including documents dealing with performance and process objectives, systems for critical work activities, a monitoring system, and job description. The project survey recommended that each State conduct a learner and educational needs assessment, establish goals, and implement an evaluation model of 1973-74 project year. ED 101 160

341. National Advisory Council on Adult Education. *Adult Education: State Demographic Data*. Washington, D.C., October, 1973.

This monograph contains selected population material for 50 states and consists of the following principal parts: the target population, selected population information, education information, adult basic education in state correctional institutions, and income and occupation information. The census information was obtained from the most recent 1970 census figures. The information contained in this publication is an attempt on the part of the Council to provide base-line information which may assist in determining the impact and, to a degree, the effectiveness of adult basic education. ED 083 408

342. *National Advisory Council on Adult Education: Annual Report*. Washington, D.C., March, 1973.

The annual report of the National Advisory Council on Adult Education is presented. The objective of the Council is to provide more learning opportunities for a larger number of adults. Subjects discussed include: Authorizations of Appropriations, Allotments Among States, State Plans, Special Experimental Projects, Graduate Fellowships, Federal Administration, National Advisory Council, State Advisory Councils, and National Institution of Education. ED 074 341

343. (The) New England Center for Continuing Education. *The New England Regional Adult Education Staff Development Project: Year End Report, 1972-73*. University of New Hampshire, Durham, 1973.

This is a report on the activities and accomplishments of the New England Regional Adult Education Staff Development Project during the first year of a three-year program. The report is presented in two major sections, the first of which is a narrative description of staff development activities in relation to project objectives, while the second is a compendium of exhibits of specific activities which took place during Phase I. Evaluative comments, problems attending the conduct of the project, and other appropriate observations are included in the narrative portion of the report. The exhibits describe workshops in ESL teaching, curriculum development, and exploration of learning materials, new courses and/or academic programs inaugurated during Phase I, and results of workshop evaluations.

344. New Jersey State Department of Education, Bureau of Adult and Continuing Education. *Interim Report: Competency-Based Certification Project for Adult Educators*. Trenton, New Jersey, June, 1973.

In April, 1970, the New Jersey Department of Education organized a study to determine the feasibility of changing the certification process so that issuance of the initial teaching certificate is based on actual teacher performance, in terms of statewide performance criteria developed and applied by the teaching profession. In September, 1972, the HEW Region II Staff Development Project became involved in the feasibility study in order to identify competency-based criteria necessary for adult educators. This interim report defines and outlines objectives and teaching strategies of the four task forces, namely: adult basic education, English as a second language, high school equivalency and counselors of adults. Certification for adult educators is the project's ultimate goal and it is hoped that certification based on selected performance criteria will improve the quality of adult educators involved in basic education programs, as well as identify specific skills and behaviors that adult educators might strive to acquire.

345. New York State Education Department, Division of Continuing Education, Staff Development Office. *"A Thumbnail Sketch: Competency Identification, Task Analysis, Assessment Tool Development."* Albany, 1973. (mimeographed).

This report is a documentary to the activity for a two-day work session held in December, 1972 with representatives from HEW Region II to generate a competence identification methodology for ABE personnel in the area of helping students improve reading skills. The work session was also geared to identification of evaluative measures and training strategies for at least one category of competencies. On the basis of the competency analysis, a program of reading instruction for use with the para-professional was developed as well as an assessment tool for identifying strengths/weaknesses of individual staff members. Observations and suggestions by one participant follow.

346. Ohliger, John, and Rosenberg, Joel, comps. *Compulsory Adult Education*. College of Education, Ohio State University, Columbus, Ohio, January, 1973.

A preliminary bibliography for a seminar on compulsory adult education is presented. A total of 231 annotated entries are given. Entries are divided into four categories: (1) compulsory adult education in general; (2) concepts significant to adult education, including life-long education, permanent education, the educative society, the knowledge society, the learning society, career education, recurrent education and socialization, and the deschooling views of Illich and his colleagues; (3) compulsory adult education for professionals (not confined to the health professions); and (4) compulsory adult education in the health professions. ED 079 572

347. Osso, Nicholas A. *Adult Basic Education Program Statistics. Students and Staff Data: July 1, 1970-June 30, 1971 and Selected Summaries of Fiscal Years 1967-71*. U.S.O.E. National Center for Educational Statistics, Washington, D.C., 1975.

A summary of data on adult basic education (ABE) is presented. The information was compiled from the annual program report submitted by each state or other area. The report is divided into two sections: (1) a review of ABE, for fiscal years 1967-1971; and (2) data for fiscal year 1971. ED 079 574

348. Patrenella, Luke L., Jr., comp. *The Newspaper: Food for Thought at the Breakfast Table and in the Classroom of Adult Education*. January, 1973.

A comprehensive guide on using a newspaper to teach adults in adult and continuing education programs, this publication is a direct result of a Newspaper in the Classroom Production Workshop held in Huntsville, Texas, in 1970, and attended by 18 teachers of adult and continuing education. The sections of this teaching guide are as follows: Section One: a treasury of reasons the newspaper in the classroom idea belongs in the classroom of adult and continuing education (The Newspaper in the Classroom: Just How New Is It?; Benefits of Using the Newspaper to Teach Undereducated Adults; and Suggestions Teachers May Use to Improve Newspaper Reading Skills and Habits of Students); Section Two: a treasury of newspaper in the classroom lesson plans prepared by and for teachers in adult and continuing education (Lesson Plans; The Front Page; The Five W's and H; The Personal Interview; The Editorial Page; The Comic Strips; The Weather; Mathematics; Propaganda; and The Continuing Story); Section Three: and what about "your" newspaper in the classroom workshop (Program For The Workshop; Your Workshop is Newsworthy; and What About Your Workshop?; Handouts and Reprints; Supply and Demand; and Hints for the Taking); and Section Four: late editions (Newspaperese; and -30-). A three-part bibliography contains (1) lists of newspapers, (2) sources of newspaper in the classroom and/or related materials, and (3) an annotated bibliography of available newspaper in the classroom materials. ED 070 939

349. Samet, Margaret, ed. *Public Continuing and Adult Education 1973 Almanac*. 1973.

This almanac of adult and continuing education covers the following topics: (1) information concerning NAPCAE, National Association for Public Continuing and Adult Education; (2) statistics — adult education legislative summary, state support for adult education, educational attainment, work experience patterns; enrollment data; expenditures; administrative personnel, instructional personnel; (3) directories — associations affiliated with NAPCAE, state department personnel, voluntary associations, graduate programs, National Advisory Council on Adult Education, regional representatives; (4) NAPCAE membership; (5) NAPCAE constitution and publications; and (6) directory of advertisers. ED 074 384

350. School Management Institute and Region V.A.B.E. Staff Development Project. Phase I, *Final Report: A Regional Approach for Improvement of Adult Basic Education Staff Development in Health, Education, and Welfare, Region V.* Worthington, Ohio, September, 1973.

This report describes and summarizes the Region V activities for Phase I of improving staff development on a regional basis. The following topics are covered: objectives achieved in Phase I, significant changes and long-range developments, organizational structure/management, unanticipated deterrents, summary of regional leadership seminars and workshops and individual state staff development plans, activity profiles and accomplishments. Participating states were Ohio, Indiana, Illinois, Wisconsin, Minnesota and Michigan.

351. Spear, George E., Zinn, Lorraine M., Mocker, Donald W. and Sherck, John K., Jr. *National Adult Basic Education Teacher Training Study: Final Report and Recommendations.* University of Missouri-Kansas City, School of Education and Continuing Education. Revised, November, 1973.

Four reports, including this document, have been prepared and issued as a result of the study project, as follows: Review of the Literature, State of the Art, Survey of Needs and Final Report and Recommendations. Brief summaries of the three previously issued reports are presented; additional information may be secured through direct reference to those documents. Four major recommendations are made to the U.S. Office of Education: 1) establish a permanent data bank and retrieval system for Adult Basic Education teacher training; 2) continue regional staff development centers for the next five years under the current matching fund ratio; 3) establish national training centers to provide career education for ABE personnel; 4) a major national thrust during the next five years of leaders and decision makers in Adult Basic Education from minority groups. For each recommendation, purposes and rationale are described and suggestions are made for implementation procedures and administrative and training models. ED 092 734

352. State University of New York at Albany, Department of Curriculum and Instruction. *Summer and Continuing Institute for Training Curriculum Leaders and Curriculum Developers for Adult Basic Education.* Albany, 1973.

This institute was designed to prepare personnel who are in leadership positions in techniques necessary to implement, supervise and evaluate curriculum development and change in ABE programs. This will be accomplished by developing a systematic process which will then be available for use as a model applicable to ABE needs regardless of cultural background, content orientation or program setting. Objectives, input sources and the elements of the institute content and recommendation are described. Several states (Louisiana, Utah and California) are implementing the curriculum process presented at this institute.

353. *Strategies and Responsibilities in Adult Basic Education Programs.* Ohio State Department of Education, Columbus, 1973.

A total of five articles concerning adult basic education are presented. These are: "Recruitment Strategies for Adult Basic Education," by Ron Howard; "Native to the Hills," by Myrtle Reul; "The Learning Laboratory — A Valid System for Adult Basic Education," by Joe Carter; "Reading Instruction for Illiterate Adults," by John George; and "Teaching English as a Second Language — A Challenging Responsibility," by Robert Avina and others. Howard's article focuses on the need for developing a systematic and relevant recruitment campaign. The second article examines the self-identity of the Appalachian highlander. The objectives and uses of the learning laboratory is the subject of Carter's presentation. John George discusses the underlying causes of illiteracy and the best ways to approach the problem. Finally, Robert Avina concentrates on the prerequisites for a successful program for teaching English as a second language. ED 078 286

354. Tuck, Betty H. and Kincaid, Harry. *Region IX Adult Basic Education Staff Development: Final Report, Phase I (FY 73)*. Far West Laboratory for Educational Research and Development, San Francisco, California, December, 1973.

This report provides a summary of the first year (9 months) activity completed under the Adult Basic Education Staff Development Project sub-contract made by Stanford Research Institute to Far West Laboratory for Educational Research and Development, April, 1973. It includes excerpts from the Phase I proposal written in November, 1972, which were drawn in part from the preliminary Three-Year plan developed by Stanford Research Institute and drafted before the laboratory had become active in the project. It also includes revisions to that proposal based on the May, 1973 meeting with regional representatives and the activity continued under a no-cost time extension from Stanford Research Institute, July 1, 1973 to December 31, 1973. Some of the activities were the planning for dissemination workshops, assessment of English as a second language workshop, staff development workshop of teaching adult workshops and ESL methods and materials workshop. Four appendices list available reports on Phase I ABE Staff Development Project, federally funded agencies cooperating with Region IX staff development activities, site visitation procedure and site selection criteria for ABE and a table summarizing staff development activity during Phase I, FY 73.

355. Ulin, Jessie K. *Adult Education Staff Development Bibliography*. USOE Region III Adult Education Staff Development Project, University of Maryland, College Park, June, 1973.

The second annual report covers a strengthening and expansion period following efforts begun in the first year. A detailed analysis has been started so that "the intended goals, effectiveness and appropriateness of the activities and structures developed for achieving the goals, and the relationship between the means and the actual outcomes" can be described to the constituencies of the Project. The Evaluation Design is provided plus a section on the Regional Program and the programs of Delaware, District of Columbia, Maryland, Pennsylvania, Virginia and West Virginia. CE 004 354

356. University of Iowa. *Institute for Teacher Training in Adult Basic Education: The University of Iowa. Final Project Report, 1971-73*. Iowa City, 1973.

The purpose of the project was to provide instructional and technical services directed towards remediation of problems associated with motivation, recruitment, and retention being encountered by 57 individuals affiliated with rural adult basic education programs in Region 7, 8, 9, and 10 of the U.S. Department of Health, Education, and Welfare. The project consisted of a two and one-half weeks training institute in Iowa City, a technical assistance follow-up program for the contract year, a twelve month extension, and this summary report. Included is a complete description of the institute (staff, participants, facilities, program); reports on the technical assistance project, the extension activities, a ten page selective bibliography of resource materials for adult basic education, and a list of films available at the Institute. ED 082 008

357. University of Maryland. *USOE Region III Adult Education Staff Development Project. First Annual Report: July 1972-June 1973*. Conferences and Institutes Division, College Park, Maryland, September, 1973.

The project was conceived to create a permanent regional staff development system for education of adults. Staff needs were determined by each state in the region (District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia) through a survey. The survey also provided information about unique resources and approaches that could be shared effectively throughout the region, avoiding inefficient duplication. The most significant result of the needs survey was the development of an on-going process for identifying ideal staff roles, the functions to be performed in each role, and the specification of the competencies and criteria levels required for acceptable performance. The project has gone through two phases, a portion of which involved an analysis of participants in staff development activities. The third phase is to begin in July 1975, and is perceived in terms of factors which would indicate to planners that a permanent staff development system does exist. The regional office provides services and activities to the project in administration, technical assistance, program and staff development activities, and project evaluation. Regional programs for each state outline state objectives and list state staff. (The 100-page appendix provides guidelines, models, and project-related material.) ED 101 164

358. University of Massachusetts, School of Education and Region I Staff Development Project. *Five Self-Contained Instructional Modules for Adult Education Personnel*. Amherst, Massachusetts, 1973.

These five self-contained instructional modules were designed for adult education personnel. As a component of Region I Adult Education Staff Development Project, a team from the University of Massachusetts and the Massachusetts Department of Education researched, designed, developed and field-tested these modules to be used in pre-service training, individual seminar, small group, workshop or classroom instruction. Two of the modules focus on an introduction to the language, concepts and application of Transactional Analysis; the remaining modules deal with adult learner participation patterns, classification patterns and an approach-avoidance behavioral theory as it relates to adult motivation. The modules are presented in an audio and/or audio-visual format in the form of cassette tapes, filmstrips and an accompanying guidebook. This packet can be presented individually or to small or large groups.

359. University of Nebraska, Department of Adult and Continuing Education. *Administration and Planning: Adult Education Workshop, July 23-August 10, 1973*. Lincoln, Nebraska, 1973.

The workshop was conducted to provide participants with information concerning the responsibilities, practices and problems of the administrator of adult education programs. Theories relating to leadership styles, a variety of program planning tools and means for implementing adult education and conducting effective evaluation are reviewed and discussed. Four appendices contain a general information form, workshop roster, design center form and selected project summaries. ED 070 942

360. University of Nebraska, Department of Adult and Continuing Education. *The Teaching of Reading in ABE: Survey Report, 1973*. Nebraska State Department of Education, Lincoln, 1973.

The purpose of this study was to determine how reading was being taught in ABE in the state of Nebraska. The findings indicate that a diversity of approaches and resources are utilized in the teaching of reading, at all levels of adult education. Two implications drawn from the study are that the need exists for a clearinghouse/committee which could facilitate continuity and sharing of diverse resources; and that the congruency in procedures and materials appeared to be based on the size and population of the program, which might eventually become a given parameter in designing in-service training programs. Suggestions for future research include: 1) an evaluation of the effectiveness of various materials and procedures used, 2) gathering data from students relative to preferred methodology and curriculum, 3) conducting an action research project which would involve adult educators in the state in determining common goals and procedures. The data for this study is displayed in 28 tables, four tables for each of the seven areas studied. The appendices, containing a research questionnaire, partial bibliography and selected source list, are helpful in understanding the information contained within the tables. ED 094 185

361. University of Northern Iowa. *Assessment and Planning for Personnel Development in Adult Education - State of Iowa. Final Report.* College of Business and Behavioral Sciences. June, 1973.

The study assessed current adult education personnel needs in Iowa of people administering and teaching career supplementary courses by surveying 22 administrators, 228 coordinators, 39 teachers, and 662 students. The first phase of the study was the conducting of a workshop for administrators to assess personnel needs and provide programming experience. A needs assessment questionnaire was developed and mailed to workshop participants; the next phases consisted of surveying teachers and coordinators through the questionnaire. Phase four involved contacting a sample of students who had taken career adult education courses in Iowa during 1972 and having them complete a special students' questionnaire. Administrators expressed a need for training in techniques of management, techniques of identifying and assessing community educational needs, and developing systems of evaluating teacher effectiveness. Teachers indicated a strong desire for an area media/curriculum center and familiarity with techniques of teaching adults. In-service training was viewed as essential, with local mini-sessions a desirable format. The students' survey revealed a very favorable response to the career supplementary program. Approximately two-thirds of the document consists of supplementary appendices. ED 097 444

362. University of Texas at Austin. *Region VI Adult Education Staff Development Project: Interim Report.* Division of Extension, Austin, Texas. 1973.

The project provides for a five-state (Texas, Louisiana, Oklahoma, Arkansas, and New Mexico) consortium designed to upgrade competencies of all levels of Adult Basic Education (ABE) personnel. The major points of focus are: establishing bases for higher education; training State Department, university, and local ABE personnel by means of specialized institutes; making consultant expertise available to local ABE programs on a State and regional basis; and providing for technical services to local programs on a state and regional basis. The Division of Extension of the University of Texas at Austin agreed to oversee operations to ensure coordination and avoid duplication of effort. Each state department has designated a contact person for the regional coordinator. Funds were distributed among the participant states, and plans were constructed with the understanding that activities of common interest would be open to participants from all interested states. The major areas of emphasis in project implementation have been: support of higher education for classes and programs for adult education; teacher preparation, workshops, and other inservice and preservice training, and support activities. The Region 6 Personnel Accounting and Control System was established to gather information on regional adult education personnel. ED 101 098

363. Columbia University, Teachers College. *Innovations Inventory in Adult Education.* New York, May, 1974.

The document is a preliminary inventory of innovations, practices, and products compiled from reports submitted to the Division of Adult Education, U.S. Office of Education. Concise descriptions of innovations are arranged in five categories: delivery systems, instruction, English as a Second Language (ESL), staff development, and other. The categories are divided into two classifications: (1) product available, and (2) product unavailable. Each entry provides the name and address of the innovator, a statement of the nature of the innovation, a brief description of the innovation, its stage of development, the nature of the product and its availability. ED 099 669

364. Darkenwald, Gordon G. "Some Effects of the 'Obvious Variable': Teacher's Race and Holding Power With Black Adult Students." *Center Research Report No. 4*. Center for Adult Education, Teachers college, Columbia University, New York, 1974. (mimeographed)

This investigation found that black teachers of undereducated black adults were more successful in preventing dropouts and maintaining high attendance than were white teachers. Black teachers, however, placed much greater emphasis on such functional subject matter as consumer and health education. To test the hypothesis that teaching behavior was at least partly responsible for differences in holding power, an index of non-traditional subject emphasis was constructed and introduced into the analysis. Results indicated that teachers who scored high on the index were more successful in holding black students. However, high-scoring black teachers were more effective than high-scoring whites. The author suggests that sociocultural factors in the classroom environment, particularly relating to communication, influence differential effectiveness.

365. DeSanctis, Vincent, comp. *Adult Education: Students and Staff Needs and Priorities*. HEW Region II Staff Development Project, Montclair State College, Upper Montclair, New Jersey, 1974.

This informational report includes data on the following studies: 1) The Adult Performance Level Study — which is an initial needs assessment of the learning needs of the ABE student; 2) adult education state demographic data, a compilation, by individual states, of data regarding the target population (selected population information, education information, ABE enrollment information, state correctional institution information, and income/occupation information); 3) Adult Basic Education National Teacher Training Study, which surveyed a national random sampling of administrators, teachers and students to determine training needs; 4) ABE priorities survey, a national study of ABE teachers and administrators ascertaining ABE priorities; 5) selected characteristics of 844 adult education personnel in New Jersey; 6) survey of ABE personnel in New York, which provides demographic data and identification of areas of need as perceived by ABE personnel.

366. Dutton, Donnie and Glover, Billy. *Adult Basic Education Curriculum Development*. Memphis State University, Tennessee, August, 1974.

This resource document contains an orientation to and evaluation of the institute held at Memphis State University (June 17-28, 1974). One of the problems encountered by adult basic education (ABE) teachers was the lack of understanding of the process of curriculum development. The first session dealing with instructional objectives included a curriculum rationale, educational objectives, selecting appropriate educational objectives, establishing performance standards, and defining content for objectives. Training in the construction of instructional sequences dealt with teaching units and lesson plans, analyzing learning outcomes, appropriate practice, knowledge of results, and perceived purpose. The session on evaluation emphasized a rigorous system for assessment of teaching, test construction, item sampling, interpretation of student performance data; the preassessment of learner competency was also examined. The evaluation of the institute offers data related to a profile of the participants, physical facilities, objectives, the program — its strength and weaknesses — and an overall rating. The appendix includes the forms and questionnaires used in evaluating the institute. ED 098 342

357. Grabowski, Stanley M. and Glenn, Ann C., comps. *Directory of Resources in Adult Education*. ERIC Clearinghouse in Career Education, Northern Illinois University, De Kalb, September, 1974.

With the emergence of adult education as a separate and distinct area of professionalism, there has been recognized a need for some kind of publication to guide the uninitiated to the sources of information that they need. The directory was developed with this objective in mind. The document consists of seven sections of adult education information sources: (1) national adult education associations — containing a brief description of the intent and services of each organization; (2) adult education periodicals — outlining the scope of each periodical; (3) information systems — listing the locations of the Educational Resources Information Center (ERIC) microfiche collections, the 16 ERIC Clearinghouses, and other information systems with a brief outline of their scope; (4) information search services — listing computer search services using the ERIC data base; (5) other resources — a list of individuals and agencies that may be of assistance in information gathering; (6) graduate programs in adult education — sources of information, and relevant documents are cited; and (7) adult education documents — several adult education "classics" are noted together with a list of adult education publications. ED 097 413

368. Griffith, William S. and Cloutier, Gilles H. *College and University Degree Programs for the Preparation of Professional Adult Educators, 1970-71*. DHEW Publication No. (OE) 74-11423. U.S. Office of Education, Department of Health, Education and Welfare, Washington, D.C., 1974.

Through the survey and principal questionnaires, 61 institutions (with 66 programs) were identified as offering degree programs for the preparation of professional adult educators. A listing and descriptive information regarding the programs is provided plus sections on the following: geographical distribution, level of training, program designations, institutional program area emphases, internships, functions for which students were being prepared, graduates, and academic background of professors. Conclusions and implications are discussed. An additional six schools are listed, as they were identified through the follow-up but had no program at the time of the initial survey. Fifteen other institutions are listed because of the admission of fifteen individuals from those institutions as members of the Commission of Professors of the Adult Education, thereby recognizing the existence of a program. ED 058 540

369. Gunter, Jeannette and Dutton, Donnie. *ABE Regional Workshops in Tennessee; An Assessment of the Adult Basic Education Workshops in Tennessee, 1973-74*. Memphis State University, Tennessee, August, 1974.

The study, an attempt to determine the overall effectiveness of the educational experiences provided at the Adult Basic Education regional workshops in Tennessee, used a questionnaire to gather demographic data and participant reaction to various facets of the workshops and an evaluation scale to obtain overall participant reaction to the short-term workshops. Arithmetical means and percentages employed were applied only to the more than 800 adult basic education personnel who attended any of the 10 workshops; no broader application to other population groups was made. Data were gathered pertaining to: profile of participants, physical facilities, objectives, program, overall rating, strengths, and weaknesses. Data are presented in lists of short phrases (e.g.: Strengths -- good leadership, new ideas, etc.) for strengths and weaknesses; other factors were assigned numerical values. It was concluded that the 10 workshops were a success. Most of the dissatisfactions were based on matters related to scheduling, weather, or dissatisfaction with a particular consultant. ED 099 552

370. Louisiana Adult Education Staff Development Project. *Training Manual: "A Basic Short-Term Introductory Training Program for Adult Education Personnel in Louisiana."* University of Southwestern Louisiana, Lafayette, Revised May, 1974.

This training manual is a basic one-week teacher-training program developed in a two week planning conference by a select group of local adult educators for approximately 300 teachers interested in the undereducated adult. The program offers suggestions to teachers, gives information and exposes them to certain areas of interest, information and techniques in an Adult Education program. The main topics of the program as listed in the Table of Contents are: Introduction to the Program of Adult Education in Louisiana, Awareness of the Undereducated Adult and Implications for the Teacher, Developing Behavioral Objectives for Adult Learners, Individual Prescription Instruction (Beginning Level, Intermediate Level, Advanced Level), The Concept of the Community School and Adult Education Learning Centers, Innovative Programs of Special Interest to Adult Education Personnel, Problems of Major Interest to Adult Education Personnel and Adapting the Career Education Concept to Adult Education.

371. Mezirow, Jack and Irish, Gladys. *Priorities for Experimentation and Development in Adult Basic Education. Volume I of Planning for Innovation in Adult Basic Education*. Center for Adult Education, Teachers College, Columbia University, 1974.

The purpose of this study is to design and demonstrate the use of a strategy for determining priorities for Special Projects in adult basic education undertaken by public school systems, universities and other private organizations. The strategy of this study involved the delineation of a comprehensive range of program areas and of specific program activities within each area. Data was obtained through administration of an ABE Priorities Survey Questionnaire, of which there were different versions appropriate to different groups of ABE practitioners. These different groups included Title III program directors, state ABE directors, regional program and staff development directors, special project directors and teachers in Title III programs. Respondents from each professional group could indicate the degree of priority they assigned to experimental and demonstration efforts designed to improve implementation of specific program activities. To supplement the specific, operations-oriented data derived from the several national surveys utilizing the data collection instrument, a consultants' workshop on national priorities for demonstration and experimentation in adult basic education was conducted at Columbia University in June, 1973. For all groups surveyed the data was analyzed. Clusters of priorities were determined for certain subgroups of directors and teachers, correlation matrices established and correlated priorities identified for the highest priority items. The analysis was undertaken to suggest Special Projects that could be designed to meet a number of high priority needs simultaneously. ED 094 163

372. Mocker, Donald W. *A Report on the Identification, Classification, and Ranking of Competencies Appropriate for Adult Basic Education Teachers*. Center for Resource Development in Adult Education, University of Missouri-Kansas City, July 1974.

A summary of a research project, the publication is an initial attempt to provide the field of adult basic education (ABE) with a systematic, viable approach to the problem of a competency identification for ABE teachers on a national basis. The list of ranked knowledges, behaviors, and attitudes appropriate for ABE teachers represents the most complete list of competencies in the field to date. The timely report has been written specifically for staff development personnel, state directors of adult education, professors of adult education, competency-based program designers, and directors of local ABE programs. A list of 291 ranked competencies (established by 234 ABE teachers and administrators representing 33 states) indicates which competencies should receive high and lower order priority. Competencies have been classified by three groups: knowledge (ability to recall and recognize specifics and universals), behavior (demonstration of ability to perform), and attitude (ability to develop, receive, and respond to feelings, interests, and values). Competencies, in addition, are categorized according to scope and goal of adult education, curriculum, ABE learner, and instructional process. The appendix includes a background of the study and the Adult Basic Education Teacher Competence Inventory, from which the ranked competencies were developed. ED 099 469

373. Montclair State College. *Second Year Interim Report, 1973-1974. HEW Region II Staff Development Project*. Upper Montclair, New Jersey, 1974.

This second report presents in some detail the highlights from those efforts of the past year which would seem to have the most value to adult educators. It was felt the "true impact of the Project" was more in the significant changes in institutions and agencies brought about by face to face encounters than in the conducting of training. Reports are given for New Jersey, New York, Puerto Rico and the Virgin Islands. The Appendices include: (1) Second Interim Report: Competency-Based Certification Project for Adult Educators, and (2) Cultural Components in Language Education. (This is an 11 page bibliography.)

- 374 Morrison, Marshall and Bronaugh, Jacob H. *Adult Basic Education in Alabama State University: A Five Year Report*. Southern Regional Education Board (Atlanta, Georgia), Alabama State Department of Education and Alabama State University. September, 1974.

Region IV State Directors of Education designed a project to build resources to train the many teachers in their programs. Alabama State University was one of two institutions selected to participate. The following were the adult basic education services the state directors desired from the training resources: graduate credit courses offered on-campus, graduate credit courses offered off-campus, faculty and graduate student consultant services to local ABE programs within reasonable driving distance and faculty and graduate student participation in state and regional planning for staff development. This report describes the development of the ABE Project at ASU and the Project's transition to a graduate program. The five year report sections are: (1) initiation of the project, (2) development of staff, (3) program development, (4) supporting data, and (5) the summary.

375. National Advisory Council on Adult Education *Annual Report, 1974*. Washington, D.C., March, 1974.

First, the report reviews the history of Federal adult education legislation from the Federal Adult Education Act in 1966 through that of 1970, and presents the accomplishments and problems during those years. Second, the council suggests additions to the proposed Adult Education Act of 1974 concerning program administration, organization, funding, and training. Third, the council reiterates its recommendations for 11 other areas of adult education legislation. Fourth, the council presents a model resolution for the bicentennial year and proposes the adoption of a similar resolution by all states, the District of Columbia, and territories. Fifth, tables are presented which were taken from reports and studies made during the year. Data pertain to adults, 16 years or older, in the United States, who have not completed high school and are not enrolled in school. Tables are divided into categories of grade level completed, race, age, sex, native language, income, and employment. Other selected facts and figures are also cited. Finally, council organization and membership are outlined. Further breakdowns of tables on students and how they relate to adult education programs and comment on adult education programs are included in the appendixes. ED 099 583

376. New Jersey Department of Education. *Competency Based Certification Project for Adult Educators, Second Interim Report*. HEW Region II Staff Development Project, Trenton, New Jersey, May, 1974.

The progress cited in this report represents the first stage of a long-range plan to obtain competency-based teacher certification in adult education. The goal of the project is to determine the feasibility of changing the certification process to include the issuance of an adult educator's certification based on an evaluation of the candidate's actual performance as a teacher, in terms of state-wide performance criteria. The task forces involved are: Adult Basic Education, English as a Second Language, High School Equivalency and Counselors of Adults. Each task force reports on its development since the interim report, including their most recent taxonomies of performance criteria. The proposed plan is to finalize the competency lists and to develop pre- and in-service training workshops for adult educators during the 1974-75 school year.

377. North Texas State University. *Handbook for Teachers of Adults*. College of Education, Denton, Texas, August, 1974.

Developed by an experienced group of Texas adult education teachers, the handbook deals with basic information on certain aspects of adult education important to the orientation of new teachers and useful for all teachers. Section 1 briefly considers adult education laws in Texas, definitions used in adult and continuing education, enrollment eligibility, teacher preparation, and the organizational structure of adult education, and outlines required report forms and their completion. The longest section of the document, Section 2, is intended to help the new teacher understand the needs, learning habits, and attitudes of new learners, and his responsibilities as their teacher. Characteristics of adult learners, behaviors affecting black-white relationships, and methods of assessing the needs and evaluating the progress of adult learners are described. Methods of motivating the adult learner and qualities inherent in the good adult education teacher are discussed. Questions that teachers should ask their director; procedures and a checklist for evaluating materials; the Gunning Formula to determine adult reading grade level; the learning environment; General Educational Development Program; and teaching English as a second language are also discussed. A 12-item bibliography is appended. ED 101 080

378. Osso, Nicholas A. *Adult Basic Education Program Statistics: Students and Staff Data, July 1, 1971-June 30, 1972 and Selected Summaries of Fiscal Years 1968-1972*. National Center for Educational Statistics. U.S. Office of Education (HEW), Washington, D.C., 1974.

This summary of data on adult basic education has been compiled from annual reports filed with USOE by each state, the District of Columbia, and participating outlying areas. Each report presents statistics on adult basic education enrollments, student characteristics, completions, separations, teachers, classroom facilities and inservice training. Included is a summary table covering fiscal years 1968 through 1972 and 16 detailed tables on fiscal year 1972 programs. ED 092 778

379. Peebles, James D. *Missouri Survey of Adult Basic Education Teachers by Specified Program Settings*. Center for Resource Development in Adult Education, University of Missouri-Kansas City, July, 1974.

Determination of problems and needs in Adult Basic Education programs, as perceived by teachers, and provision of a model for examining ABE needs on a statewide or regional level were the major goals of the study. Information was gathered from teachers by questionnaire; comparable data on programs in other states was obtained from a national study. Program problems and needs were explored with reference to eight types of locational settings. The study's five dimensions were: (1) demography, (2) paraprofessional aides, (3) ABE students, (4) professional preparation of teachers, and (5) the ABE program. The results of the study are based on a teacher survey return from 65 percent of all ABE teachers in Missouri (336 individuals), representing 70 of 73 ABE program sites in the state. The data are analyzed by dimension, giving a profile of ABE for each of the program settings as perceived by teachers within the setting. A summary of the findings, and the conclusions and implications drawn from them, are presented with reference to the study's dimensions. A broad conclusion of the study is that differences did exist between program settings for many of the variables; there were also numerous variables where teacher responses across program settings were consistently similar. ED 099 528

380. School Management Institute and HEW Region V ABE Staff Development Project. *Phase II — Final Report, 7/1/73-6/30/74. "A Regional Approach for Improvement of Adult Basic Education Staff Development in Health, Education and Welfare Region V."* Westerville, Ohio, 1974.

After an introduction and background about the program, the objectives in Phase II are listed and along with the activities used to accomplish them. Various aspects of the program are discussed including sections on unanticipated blockages and significant changes and long-range developments in each of the six states involved.

381. Southern Regional Education Board. *Building and Using Staff Development Resources for Adult Education, A Five-Year Report: 1969-1974*. Region IV Adult Education Staff Development Project, Atlanta, Georgia, December, 1974.

Administered by the Southern Regional Educational Board, a staff development and dissemination project has been funded since 1969 in Region IV (Alabama, Florida, Georgia, Mississippi, South Carolina, Tennessee, and later Kentucky and North Carolina). A variety of adult educators across the region have been involved in special demonstration projects and teacher training activities. The intent of the original three-year project from a regional standpoint was to establish more and better training opportunities for ABE teachers for the Southeast and for other adult education personnel. Department of Education staff, participating university faculty and local coordinators and teachers have organized into functioning state teams over the years. Each state network is unique but shares some common characteristics with the others. From 1972-1974 an emphasis was placed on the dissemination of the best information and materials with the thought that a staff development/dissemination system would become a permanent part of the ABE program of each state. This five-year report goes through both Phase I and II of the project beginning with a project dateline and concluding with a summary. More detailed information on certain aspects are given in the Appendices.

382. Southern Regional Education Board. *Dissemination in Adult Education: Using Region IV's Resources. A Second Year Report.* Atlanta, Georgia, November, 1974.

In 1972, Region IV began a project on the dissemination of materials and techniques to adult educators while also continuing their established staff development activities. Coordination of roles and activities of resource groups was to be the groundwork for a communications system. This communication/dissemination system would then (1) take the best instructional materials and teaching/learning procedures to the teachers and coordinators, and (2) insure that trainers, local program coordinators, and university faculty would have knowledge of developments that were current in the field of adult education. It was intended that over a three year period a stable dissemination network would emerge in each state. It was felt the year was successful as resources expanded and systems of staff development and dissemination grew. It was also noted that more people took part in more activities than in any previous year. The report includes an overview of the project (objectives, participants, strategies), progress in each of the states, dissemination of ideas and products across state and regional lines, assessment of the project (including an evaluation panel report of selected aspects of the project's operation), and appendixes of Region IV dissemination resources.

383. Southern Regional Education Board. *Dissemination Process: Exploring Alternatives; A Workshop Report (Region IV Adult Basic Education Staff Development Project, Daytona Beach, Florida, January 7-10, 1974).* Atlanta, Georgia, 1974.

The booklet briefly reports on a three-day workshop attended by 27 educational and State representatives from eight participating Southeastern States. The purpose of the workshop was to formulate a working model of efficient dissemination systems designed to: (1) assure that disseminators and trainers are kept up to date with current thinking and literature in adult education; and (2) ensure that teachers and coordinators receive the most recent materials best suited to their needs. The bulk of the document consists of guidelines for the development of a dissemination system: Basic Principles of Communication; Practicing What We Preach (defining the dissemination system model's frame of referents); What Makes It Catch On (factors affecting the success of disseminators); How Can We Inform Them (alternate ways of reaching the target group); Dissemination Model: The Resource System (the user, the resource bank, the field agent, and roles in the system); The Dissemination Model: The Target Product System (with the five components of persuasion, delivery, adaptation, communication and implementation, and evaluation); Evaluating Your Success; and Planning a Dissemination System. A final section discusses results with reference to the model. Workshop related material, references, and an information catalog list are appended. ED 099 542

384. Southern Regional Education Board. *Dissemination Process: Sharing Successes, A Seminar Report*. Region IV Adult Education Staff Development Project, Atlanta, Georgia, June, 1974.

The 1974 seminar of the Region IV Adult Basic Education Staff Development Project had four purposes: (1) to make adult educators aware of new materials and techniques developed in the region; (2) to communicate the methods used to distribute these products; (3) to describe the systems used to relate human and institutional resources in a dissemination network, and (4) to work out specific steps for the project to take to make these systems permanent and stable. Each state (Kentucky, Mississippi, Tennessee, South and North Carolina, Florida, Alabama, and Georgia) had the opportunity to make presentations relating to the first three purposes; highlights from these presentations are included. Business sessions covered topics such as: funding for the project, improving attitudes toward university adult education programs, methods for evaluating the seminar, and suggestions for future activities. A survey of participants' views on the seminar indicated that they felt the purposes of the seminar had been achieved and that the sessions were for the most part informative. Some specific suggestions for improving the Conference are included. Appendixes list the State ABE directors and project planning committee, the project staff, and seminar participants. ED 103 608

385. Southern Regional Education Board. *Plans for Staff Development and Dissemination in Adult Basic Education*. Region IV Adult Education Staff Development Project, Atlanta, Georgia, November, 1974.

Systematically recording the educational resources plus the relationships and roles of each is the basis of this publication. The original three year project was for the intent of establishing more, and improved training opportunities for teachers of educationally disadvantaged adults and for other adult education personnel from a regional standpoint. In 1972 emphasis was placed on the dissemination of information and materials using these resources. It was felt that having a staff development/dissemination system as a permanent part of each state's ABE program would help the strength and permanency of such systems, and the effect of withdrawal of federal funding would be less serious. Each states' plans are presented.

386. Tuck, Betty J. *Region IX Adult Basic Education Staff Development Project. Report, Phase II (FY 74)*. Far West Laboratory for Educational Research and Development, San Francisco, California, June, 1974.

This project emphasizes "process" with an effort to develop continuity and to build on what has been done previously. Because of the diversity of Region IX (Guam, American Samoa, Pacific Trust Territory, California, Hawaii, Nevada, Arizona) there are many levels of operation at one time. The projected goals and outcomes are listed, and sections are provided on the activities (Advisory Committee, Resource Bank, University Contributions, State and Territory Staff Development Programs, Newsletter). Direction of efforts along with needs in the content area are discussed in the summary along with one of the most promising efforts of the cooperative ventures of various academic institutions. The appendices, diagrams, and tables provide more details of the program.

387. U.S. Office of Education, Bureau of Occupational and Adult Education. *Adult Education: Special Experimental Demonstration and Teacher Training Projects. Fiscal Year 1974*. Washington, D.C., October, 1974.

Under the stimulus of Federal funding since 1965, the number of State Departments of Education having Directors of Adult Education has increased from less than 10 to 50; the number of graduate programs has grown from 14 to over 100; and public adult education programs are now offered in over 10,000 local education agencies. The report provides an account of how the U.S. Office of Education's discretionary adult education program for Fiscal Year 1974 attempted to meet such challenges as reaching those adults most educationally disadvantaged; linking these efforts to adult career education; providing strong in-service training programs for educators trained and oriented to other pursuits; and providing pre-service programs to develop full-time professionally devoted adult educators. The report is organized in two parts, providing descriptions of adult education special experimental demonstration projects and of teacher training projects, funded under the Adult Education Act. Fiscal summaries of grants awarded are presented. ED 099 668

388. University of Maryland. *Second Annual Report. July, 1973-June, 1974. Region III Adult Education Staff Development Project.* Conferences and Institutes Division, College Park, Maryland, September, 1974.

A bibliography was compiled for use in the development of libraries in state departments of education and in institutions of higher education with new adult education programs. More than 150 professors from the Commission of Professors of Adult Education provided reading lists from courses in adult education, and the books, journals and articles were obtained from their material. The list is in alphabetical order with complete bibliographic information, and in many instances prices (from *Books in Print*, 1972) are noted. Also included is a separate list of the *Voluntary Associates with Adult Education Concerns and Selected Adult Education Journals*.

389. University of Texas at Austin. *Year-End Report, June 1, 1973-May 31, 1974. HEW Region VI Adult Education Staff Development Project.* Austin, Texas, May, 1974.

Three major objectives are stated in this Phase II report: (1) Develop or continue a base of support for Adult Education and Adult Basic Education degree or less than degree programs in higher education, (2) Strengthen expertise in staff development through State Departments of Education and institutions of higher education, (3) Create Region-wide staff development programs, institutes, and workshops for ABE teachers and staff. Activities intended to help achieve the objectives follow each objective. The report then handles organization, accomplishments and special activities.

390. Zinn, Lorraine M. *Adult Basic Education Teacher Competency Inventory: Iowa, Final Report.* Center for Resource Development in Adult Education, University of Missouri-Kansas City, December, 1974.

A study was conducted for the Iowa Department of Public Instruction utilizing the "Adult Basic Education Teacher Competency Inventory" developed by Donald Mocker, Associate Director of the Center for Resource Development in Adult Education. The Inventory identifies, classifies and ranks the knowledges, behaviors and attitudes appropriate for Adult Basic Education teachers. For the Iowa study, 33 of the 37 ABE instructors contacted and 14 of the 19 local program directors responded to the survey. Competencies are listed in order of priority according to the ranking of the ABE teachers and program directors in Iowa. Results, discussion and recommendations regarding the Iowa study are given.

391. Zinn, Lorraine M. *Adult Basic Education Teacher Competency Inventory: Puerto Rico, Final Report.* Center for Resource Development in Adult Education, University of Missouri-Kansas City, September, 1974.

Using a translated and modified form of the Adult Basic Education Teacher Competency Inventory developed by Donald W. Mocker, a survey was conducted for the Puerto Rico Department of Public Instruction in conjunction with the Region II Adult Basic Education staff development effort. The survey was done in order to determine the training areas considered important by teachers and local ABE program directors. The report contains details of the study with the competencies listed in order of priority as ranked by both the teachers and administrators plus the English and Spanish translations of the "Inventory".

392. Zinn, Lorraine M., ed. *Supplementary Bibliography of Literature Pertinent to Adult Basic Education Staff Development.* Center for Resource Development in Adult Education, University of Missouri-Kansas City, April, 1974.

An update of the annotated bibliographic listings presented in an earlier document, *Review of Literature*, this bibliography lists literature, reports, and resources brought to the attention of the Center for Resource Development in Adult Education since June 1972. It offers 122 bibliographic listings directed to the needs of adult educators and teacher trainers. All references are made in standard bibliographic format and, unless otherwise indicated, are available from ERIC Document Reproduction Service. Excluded from the listing are commercially published books and dissertation abstracts. Some periodical articles have been included to facilitate locating them. ED 095 275

393. Bosco, J. A. *An Evaluation of Regionalization in Staff Development in Adult Basic Education.* Conducted for Center For Resource Development in Adult Education, University of Missouri-Kansas City, 1975.

The Center for Resource Development in Adult Education was requested by USOE to manage an assessment of the national staff development effort. The purpose of the assessment was to determine those objectives, processes and products, developed during a three year period, that proved most effective and which hold greatest promise for adoption and use by the states as they assume full responsibility for teacher training and staff development. The report includes problem statement, review of literature, design, results and conclusions and recommendations.

394. Brown, Edward T. and Johnson, Shelby L. *A Model For A Dissemination System*. Southern Regional Education Board, 1975.

Given in this booklet is an introductory, general picture of the "Model" developed through a regional staff development/dissemination project awarded to the Southern Regional Education Board. Following a period of staff development in Adult Basic Education, emphasis was placed on dissemination. Each state planning committee (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee) worked out their own dissemination system within a general framework. The results provided a state plan for staff development/dissemination plus the composite *Model for a Dissemination System*. It was developed by project staff with consultant help and utilizes a systems approach. The developers feel it is a useful system for professionals working in Adult Education or ABE in Region IV plus other educators who not only see the need for but who are in a position to improve communications and effective dissemination. An introductory note states a more complete explanation of the "Model" is being prepared for publication. Also, it is noted that a multimedia package ("Model" flow chart, an explanation of each subsystem and a detailed simulation) will be published in the Fall of 1975.

395. Colorado State University. *Project Act Resource Information System*. Colorado State University, Fort Collins, May, 1975.

This resource information system of Region VIII is designed to help the development of a self-sustaining, competency-based adult staff development system. It is a 3 volume set. The User's Guide provides an introduction to the system and describes how to use it. The other two volumes list training materials (literary and audio-visual) equipment and information concerning potential consultants and training sites which would be helpful to adult educators in the region. The information is controlled and maintained by a computer based data management system, and it allows the user to select and produce any needed information from the resource lists.

396. Frank, Harry and Parker, Norman O. *Career Education for Adults*. Auburn University, 1975.

This five volume set is the result of an institute at Auburn University in 1974 to revise previously done work in keeping with the final outcome of the adult performance level study conducted by Dr. Norell Northcutt of Texas and associates. Each one of the five books represents a specific knowledge area: Occupational Knowledge, Consumer Economics, Health, Community Resources and Government and Law. Within each book, following the instructional goal, are the performance objectives for each knowledge area and the tasks (enabling objectives). For each task there is a task module with Instructor Activity, Learner Activity and Resources. At the end of each book is additional information such as bibliographies for further reading in that area, and community resources.

397. Mocker, Donald W. and Jones, William C. *Why Teach The Humanities To Adult Basic Education Students?* Center for Resource Development in Adult Education, University of Missouri-Kansas City, June, 1975.

This publication is directed at teaching the humanities to ABE students. The writers offer a new and broader definition of the humanities — not polite and esoteric and remote, but vibrant and earthy, and even dangerous. They present the humanities as expressions of life and beauty and death and sorrow and joy and anger and understanding and dissent. The authors have tried to uncover some of the basic feelings people have about the humanities and what we think ABE students are about.

398. Northcutt, Norval. *Adult Functional Competency: A summary*. Division of Extension, The University of Texas, March, 1975.

Using the term "functional competency", the authors of the APL (Adult Performance Level) project put forth two main objectives: (1) Specify competencies functional to economic and educational success in today's society, and (2) Develop devices for assessing these competencies among the adult population in the United States. Through specific procedures, general knowledge areas (consumer economics, occupational knowledge, community resources, health, and government and law) were obtained. After further analysis, four primary skills were listed: (1) communication skills (reading, writing, speaking and listening), (2) computation skills, (3) problem solving skills, and (4) interpersonal relations skills. Further sections in this report deal with the theory and methodology of adult functional competency, how functionally competent U.S. adults are, validity and reliability of APL and the final section with meeting needs (implications of APL for adult, adult basic education, elementary and secondary education).

399. Peebles, James D. *Utah Study*. Center for Resource Development in Adult Education, University of Missouri-Kansas City, September, 1975.

This survey, conducted for the Utah State Board of Education by the Center for Resource Development at the University of Missouri-Kansas City, was to determine patterns of instructional needs as perceived by the teachers themselves. The survey instrument was the Adult Basic Education Teacher Competency Inventory (revised, 1974). Competencies were ranked for each group of teachers separately (ABE and AHS) according to their perceptions of what teachers "should" be able to do and what they "are" able to do. Analyses were made of the following: (1) twenty competencies given highest priority, (2) twenty competencies teachers felt they were most able to accomplish, and (3) twenty competencies for which the greatest discrepancies appeared between priority and ability to do. The report includes all important information and results relative to the study.

400. Trujillo, Thomas M. *Personal Growth Curriculum for Adult Basic Education*. New Mexico Department of Education, May, 1975.

This publication is now in its third printing. The original was the result of a 1968 workshop of 30 experienced ABE teachers and administrators in New Mexico. Importance is placed not only on teaching basic skills but also on those things which aid the adult in understanding his role in society. Five general areas are outlined: (1) family life, (2) health education, (3) world of work, (4) money management, and (5) citizenship and government. In each unit are objectives followed by topics and activities plus a bibliography and materials section at the end of each unit. It is hoped the book will be used to promote discussion and participation by the students in areas which are meaningful to them, and selection by the students of areas to be studied is suggested.

401. Vonderharr, Kathleen; Mockler, Donald W.; Leibert, Robert E.; and Maass, Vera. *Tests for Adult Basic Education Teachers*. Center for Resource Development in Adult Basic Education, University of Missouri-Kansas City, February, 1975.

This publication is a revision of the original (May, 1972) due to test development since then plus the additional experience of using tests in the classroom. The purpose is to provide a current listing of test and measurement instruments which can benefit instruction in the Adult Basic Education classroom. The tests listed are those specifically developed for or which have been useful with adults. Comments are given regarding guides and cautions in the selection and use of tests. Listed are both group and individual tests with some information about each one, the developers of the tests and the name and address of the company where it can be ordered.

402. Walden, Bobbie L. *Recruitment and Retention of the Adult Learner*. Alabama State Department of Education, June, 1975.

This handbook came about as the result of a special project through the Alabama State Department of Education which coordinated Adult Basic Education with the Right To Read Program in order to reach Level I adults through door-to-door recruiting and home-based instruction. Recruitment information and techniques are discussed, and the general characteristics of the potential adult basic education learner are provided. In the retention section helpful hints are given regarding the criteria for selection of an ABE teacher, and also given are suggestions for the teacher. Instruction on an individual personalized basis is stressed, and home-based instruction is encouraged for adults who will not attend class. The Appendices provide specific information such as a sample Recruiter's Information Card, a News Release statement and other practical suggestions.

403. Wiesner, Peter. *The Salem Cable Television Project: Final Report*. Salem City Board of Education, Salem, New Jersey, July, 1975.

The use of cable television as an alternate form of adult education was the primary goal of this project. Involved in meeting the goal was the designing and equipping of a television facility for the purpose of preparing and using instructional tapes, developing and cablecasting instruction in skills daily, constructing home instruction materials, building and training a support system of paraprofessional aides for tutoring, record keeping and follow-up of students. The report deals with each aspect of the project, including successes and problems, organization, methodology, experiment and evaluation, planning for replication and a summary with conclusions.

404. Zinn, Lorraine M. *Idaho Adult Basic Education Teacher Competency Study*. Center for Resource Development in Adult Education, University of Missouri-Kansas City, May, 1975.

The Adult Basic Education Teacher Competency Inventory (revised October, 1974) was used as a survey instrument for a study conducted by the Center for Resource Development in Adult Education (CRD), University of Missouri-Kansas City, for the Idaho State Department of Education. The project was in conjunction with the Region X Adult Basic Education Staff Development effort. The purpose of the study was as follows: (1) to determine the perceptions of ABE teachers regarding the priority order of a list of competencies which an ABE teacher should have (for planning of pre-service training and university teacher preparation courses as well as criteria for establishing Idaho certification requirements for ABE teachers), and (2) to determine perceptions of ABE teachers about current training needs which may be met by inservice training activities through the staff development component of the Department of Education. The report gives all the pertinent information about the study and recommendations.